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THE TEMPE NORMAL  
SCHOOL OF ARIZONA  
AT TEMPE, ARIZONA

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ANNUAL CATALOGUE  
NINETEEN ELEVEN—NINETEEN TWELVE



Journal of the

British Association

for the Advancement of Science

ANNUAL CATALOGUE

OF THE PUBLICATIONS









**Twenty-Sixth Annual  
Catalogue of**

# **The Tempe Normal School of Arizona**

**At Tempe, Arizona**

**For the School Year  
1911-1912**

**Phoenix, Arizona  
The H. H. McNeil Company, Printers  
1911**





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1911/12 - 1915/16

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## Calendar 1911-1912

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### 1911

|                                              |                 |
|----------------------------------------------|-----------------|
| First Semester begins.....                   | September 11    |
| Entrance Examination and Classification..... | September 11-12 |
| First Quarter ends.....                      | November 17     |
| Second Quarter begins.....                   | November 20     |
| Thanksgiving Vacation.....                   | Nov. 30-Dec. 1  |
| Holiday Vacation begins.....                 | December 23     |
| Holiday Vacation ends.....                   | January 1       |

---

### 1912

|                                              |               |
|----------------------------------------------|---------------|
| First Semester ends.....                     | January 26    |
| Second Semester begins.....                  | January 29    |
| Entrance Examination and Classification..... | January 29-30 |
| Third Quarter ends.....                      | March 29      |
| Fourth Quarter begins.....                   | April 1       |
| Examination and Commencement Exercises.....  | June 3-5      |

## NORMAL BOARD OF EDUCATION

---

|                                                    |         |
|----------------------------------------------------|---------|
| Hon. KIRKE T. MOORE, Supt. Public Instruction..... | Phoenix |
| ALFRED J. PETERS, Secretary.....                   | Tempe   |
| LLOYD B. CHRISTY.....                              | Phoenix |

## OFFICIAL BOARD OF VISITORS

---

|                        |          |
|------------------------|----------|
| DWIGHT B. HEARD.....   | Phoenix  |
| FRANK H. HEREFORD..... | Tucson   |
| MORRIS GOLDWATER.....  | Prescott |

## OFFICERS OF ALUMNI ASSOCIATION

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|                                                                       |                                  |
|-----------------------------------------------------------------------|----------------------------------|
| CHARLES WOOLF, '93, President.....                                    | Tempe                            |
| JOHN BIRCHETT, '95, Vice-President.....                               | Tempe                            |
| LOUISE B. LYND, '04, Secretary.....                                   | Tempe                            |
| MRS. A. M. HARMER, '99, Treasurer.....                                | Tempe                            |
| HALBERT MILLER, '08,<br>ELIZABETH COSNER, '03,<br>ANNA MATTHEWS, '06, | } Executive Committee..... Tempe |
|                                                                       |                                  |
|                                                                       |                                  |
|                                                                       |                                  |

## TERRITORIAL BOARD OF EDUCATION

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|                                                    |           |
|----------------------------------------------------|-----------|
| HON. RICHARD E. SLOAN, Governor of Arizona.....    | Phoenix   |
| HON. KIRKE T. MOORE, Supt. Public Instruction..... | Phoenix   |
| HON. E. E. KIRKLAND, Territorial Treasurer.....    | Phoenix   |
| DR. ARTHUR H. WILDE, President of University.....  | Tucson    |
| A J. MATTHEWS, Principal Tempe Normal.....         | Tempe     |
| DR. R. H. H. BLOME, Principal Northern Normal..... | Flagstaff |
| JOHN D. LOPER, Superintendent of Schools.....      | Phoenix   |
| H. Q. ROBERTSON, Superintendent of Schools.....    | Mesa      |

## TERRITORIAL BOARD OF EXAMINERS

|                                                    |         |
|----------------------------------------------------|---------|
| HON. KIRKE T. MOORE, Supt. Public Instruction..... | Phoenix |
| JOHN D. LOPER.....                                 | Phoenix |
| W. W. MCNEFF.....                                  | Phoenix |

## Faculty 1911-1912

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|                                |                                      |
|--------------------------------|--------------------------------------|
| A. J. MATTHEWS, Principal..... | School Law and School Economy        |
| F. M. IRISH .....              | Physical Science and Military Drill  |
| W. J. ANDERSON, B. S.....      | Drawing and Commercial Subjects      |
| J. L. JOHNSTON.....            | Vocal Music                          |
| GEO. M. FRIZZELL, B. Pd.....   | Mathematics                          |
| JAMES F. HALL, A. M.....       | Latin                                |
| LAURA DOBBS.....               | Secretary to the Principal and Board |
| A. B. CLARK.....               | Manual Training and Carpentry        |
| F. G. WAIDE, A. M.....         | History and Civics                   |
| GRACIA L. FERNANDEZ, A. B..... | Spanish                              |
| THADDEUS L. BOLTON, Ph. D..... | Psychology and Biology               |
| LILLIAS D. FRANCIS.....        | Domestic Science and Art             |
| JAMES L. FELTON, A. B.....     | English                              |
| C. HELENE BURGESS, B. O.....   | Elocution and Physical Culture       |

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|                         |                                  |
|-------------------------|----------------------------------|
| IRA D. PAYNE, A. M..... | Director of Training School      |
| MARY E. McNULTY.....    | Critic Teacher in Primary Grades |
| LEONA HAULOT.....       | Critic Teacher in Grammar Grades |
| LOUISE B. LYND.....     | Critic Teacher in Grammar Grades |
| JOSIE CRITCHLEY.....    | Critic Teacher in Primary Grades |
| RUTH M. WRIGHT.....     | Librarian                        |

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|                             |                              |
|-----------------------------|------------------------------|
| MRS. MAY BELLE BLAKELY..... | Preceptress Girls' Dormitory |
| GEORGE W. WILSON.....       | Superintendent of Buildings  |
| HARRY WALKER.....           | Superintendent of Grounds    |



# The Tempe Normal School of Arizona

## General Information

### LOCATION

**T**HE Tempe Normal School of Arizona was established by an act of the Legislative Assembly of Arizona, approved March 10, 1885. It is pleasantly located at Tempe, a town of 1,600 inhabitants, distant but nine miles from Phoenix, the capital of Arizona. The situation is an ideal one from every point of view. Lying at or near the center of population, Tempe is easily reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailing supply of fresh fruits and vegetables and the best of dairy products. The climate during the entire school year is not only delightful but wholesome and conducive to study.

The moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from the middle and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences. A practical illustration of this interest is the recent election prohibiting the sale of liquor in Tempe. The absence of the distractions of a large city is a distinct advantage to the student who wishes to make the most of his time and opportunities.

### THE CAMPUS

On arriving at the Normal, one finds the group of buildings well distributed over a beautiful campus of twenty acres within convenient walking distance of the main business portion of the town. The grounds are well

laid out with well kept lawns, gravelled drives, and an abundance of shade trees, shrubs and flowering plants in great variety. Abundance of water and the care of a skilled gardener make the campus highly attractive throughout the year. Within the limits of the grounds the student finds abundant provision for recreation in the excellent tennis courts, basketball cages, and the ample athletic field with its baseball diamond and running tracks.

## ROOM AND BOARD

Students who are non-residents of Tempe are required to board and room in the dormitories. Exception is made in the case of those students who defray expenses of their school course by employment in private homes, or who reside, for the time being, in the homes of near relatives or of members of the faculty. Students who reside in the vicinity of Tempe and find it convenient to return to their homes every Friday evening, may be allowed to board and room outside the dormitories under such conditions as may be approved by the faculty. Parents and guardians will readily understand the wisdom of the above regulations and the necessity, in an institution of this kind, of a definite knowledge, on the part of the faculty, of the conditions surrounding each of the students outside as well as inside the classroom.

## EXPENSES OF STUDENTS

**Dormitories**—Board, room, light, heat, etc., are furnished for \$16.50 per school month of four weeks, payable monthly in advance.

**Registration Fee**—All students of the Normal School are subject to an annual fee of \$5, payable when they register for the year. This fee is not required of pupils in the Training School.

**Tuition**—Tuition is free to all students who enter the Normal with the intention of completing the work leading to graduation in either the professional or the academic course. A fee of \$5 per quarter, payable in advance, is due from all students who desire to engage in work of a special or irregular nature without intention of completing either a professional or an academic course. No back tuition is collected from students, who, having begun work in good faith with the intention of completing a course, are, for some unforeseen reason, prevented from carrying out their intention.

**Text-Books**—The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination

paper, pens, ink, pencils, and the like are furnished the students without expense.

**Military Uniform and Gymnasium Costume**—The cost of these articles varies with the taste and preference of the student. The style is often fixed by vote of the class or the military company. The military uniform will take the place of civilian clothes a large part of the time.

It will be noted from the foregoing that the Territory of Arizona provides the advantages of a first-class education at an expense to the student not greatly in advance of that incurred by the average young man or woman at home. This, together with the fact that there is in Arizona a constantly increasing demand for well trained teachers, is worthy of thoughtful consideration by those who, having completed the work of the public school or the high school, are contemplating the continuation of their education along academic or professional lines.

**Appointment of Students**—Every member of the House and Council of the Legislative Assembly of Arizona is authorized by law to nominate a student biennially to the Normal School. For sixty days after the qualification of the member, preference is to be shown students from the county which the member represents. After this time, in case no student has accepted the nomination, a student from any other county may be named. No tuition is charged students nominated under this provision, but no student is exempt from the payment of the annual registration fee of \$5.00. It is greatly to be desired that the members of the Legislature, the County Superintendents, and all others who are interested in supplying the schools with well educated and properly trained teachers should recommend to this school students who desire to become teachers and who give promise of attaining success in this profession.

## GOVERNMENT OF STUDENTS

The faculty are of the opinion that, in a school of this rank, students should be expected to co-operate in maintaining a high standard of discipline and conduct such as is necessary to the attainment of the best results from the efforts of the student body. Those who cannot conform to such requirements will be permitted to withdraw or be dismissed from the school.

## CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc.,



and all applications for catalogues and announcements, should be addressed to the Principal of the Normal School, Tempe, Arizona. Those who contemplate attending the Normal School should communicate with the Principal, advising him as to the exact time of their prospective arrival, in order that they may be met at the train. In case incoming students find no one at the station to meet them, they should proceed directly to the Normal, where they will be taken care of at the office of the Principal.

## **Buildings and Departments**

### **DEPARTMENTS**

The school is organized into two departments, the Normal School and the Training School. The Normal School offers three courses: a five-year course to those who have completed the eighth grade of the public school, a two-year course to those who have finished a four-year high school course, and a four-year academic course to those who do not expect to become teachers, and who, therefore, do not desire to pursue a professional course.

The Training School is primarily intended to give the Senior class of the Normal School actual experience in teaching under the supervision and advice of trained critic teachers. The course includes the eight grades of the public school course for Arizona, and articulates directly with the first year of the Normal course; thus a pupil entering the first grade of the Training School may continue his education without interruption, to the completion of his Normal or academic work and the reception of his diploma. Students not fully prepared to enter the work of the Normal School may find it to their advantage to complete their preparatory work in the Training School.

### **THE MAIN BUILDING**

The relative position of the buildings is shown upon the plan of the campus following page 76. It will be noted that they are conveniently placed with reference to the main building as a center.

The Main Building is the oldest on the campus, having been erected in 1894. It is a commodious three-story structure of brick and stone of a pleasing style of architecture. It has ample corridors, high ceilings, and abundant light and ventilation. Here are located the main assembly room, the class rooms of the academic subjects, the departments of manual training and household arts, the library and the armory.

## SCIENCE HALL

The department of science is housed in a handsome two-story brick building, 92x70 feet. This building is located conveniently near the Main building and is of a style of architecture in harmony with the other buildings on the campus. The first floor contains the lecture room for physics and chemistry, fitted with demonstration table, electric generator, switchboard for control of demonstration currents, draft chambers, water and gas. The windows are so arranged as to be easily screened when the room is to be darkened for use of the projection lantern, and the class seats are so elevated that each student has an unobstructed view of the lecture table.

Adjoining the lecture room is a stock room for chemicals and apparatus. The laboratories for physics and chemistry are placed on opposite sides of the lecture room and are so connected with it as to give easy access to both. These laboratories are equipped with cement floors, ample blackboard space and modern tables. The tables are supplied with gas, water and electricity. There is in addition a special room for such apparatus as needs protection from dust and the laboratory fumes. A shop is provided for the construction and repair of apparatus. The chemical laboratory has sufficient draft chambers to accommodate an entire class division. It has also large sinks, side tables, apparatus for supplying distilled water and photographic dark room.

The laboratory for physiography and geography communicates with the chemical laboratory. It has also its own separate entrance from the outside. This room is equipped with suitable tables, barometer, maps, charts, globes, mineral collections, sand bins and modelling table, relief models, and wall cases for storage of material. A standard thermometer shelter is located close by on the campus and contains a thermograph and a full set of standard thermometers.

On the south half of the second floor are located the laboratories for biology and physiology. These are equipped with lecture tables, supplied with gas and water, students' tables, aquaria, and all necessary furniture. A stock room and instructor's laboratory connects these two main laboratories. Besides these there is a dark room for photographic work and experiments in germination. Both laboratories are supplied with microscopes, glassware, balances, dissecting instruments, chemicals, and all materials necessary for study. The north half of this floor contains the museum and the art department. The latter occupies

three rooms especially planned with a view to suitable lighting and proper exposure.

The offices of the Board of Education and of the President of the School are located on the first floor on either side of the main entrance.

## AUDITORIUM AND GYMNASIUM

The demand for an auditorium of adequate capacity is met by a substantial brick building 72x100 feet, located on the west side of the quadrangle opposite the science hall. The first floor contains a large gymnasium with hardwood floor and suitable apparatus for the work in physical training. Adjoining this are separate locker rooms and dressing rooms with baths for men and women.

The second floor is occupied by the auditorium, which with its gallery will seat 1,000 persons. The acoustic properties of the room are excellent, and it is so proportioned that every seat gives an uninterrupted view of the stage. The arrangements for heating, lighting, and ventilation are complete, and the ample stage is provided with an unusually complete equipment of up-to-date scenery and convenient dressing rooms. The literary and other societies of the school find here every facility for the presentation of dramatic and other entertainments, and the possession of a well equipped stage and suitable auditorium enables the management of the school to bring to the students each year a course of entertainments, lectures, and musical programs by public speakers and artists of national reputation.

## TRAINING SCHOOL

The Training School building is a model of its kind. It is located near the Main building and covers a space of 130 by 136 feet. There are two offices, eleven class rooms and one large double assembly room. All the rooms are located on one floor. Great care has been bestowed upon the arrangement of the class rooms about the assembly room with a view to bringing them into as close communication as possible and equal care has been given to the distribution of windows that all rooms may be properly lighted and ventilated.

## DORMITORIES

There are two dormitories situated on the campus, one for young women and one for young men. The girls' dormitory is situated near the southwest corner of the



campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 135 young women. Each room is intended for the accommodation of two students, and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well-lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths, with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress and is in all respects a model home. The water supply for the dormitories is from the Tempe city water works. The water is pumped from a deep well, which insures its being free from any contamination. Chemical analysis shows it to be free from deleterious mineral or other impurities.

The boys' dormitory is a two-story brick building situated on the campus east of the Training School. The furnishings are similar to those of the girls' dormitory, and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty, who resides in the building.

### DINING HALL

The dining hall for dormitory students is located midway between the dormitories; it is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is excellent in quality and well served.

### PRINCIPAL'S RESIDENCE

This is a neat, two-story brick dwelling of eight rooms, located east of the Main building, well arranged and fitted with modern improvements. Its architectural style is in harmony with that of the other buildings, and it adds in no small degree to the artistic appearance of the campus group.

### HEATING SYSTEM

A central heating plant furnishes steam heat to all the buildings situated on the campus, including the dormitories.

## Admission and Graduation

**Admission to Normal**—Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school will be accepted in lieu of such parts of this examination as the faculty may decide.

**Admission to Advanced Standing**—Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

**Admission for High School Graduates**—Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-years' course. Graduates from such a course will receive a diploma which will not only entitle them to teach for life in the public schools of Arizona and California, and other states, but will entitle them to at least one year's credit on a university course.

**Time of Admission**—Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

**Graduation**—1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course, or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and, in addition thereto, must have completed some of the required professional units in a college or normal school and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of Arizona during life without examination. They are also accredited in the State of California and in several other states.

**Examinations and Reports**—Students must attend such examinations as may be required during the year, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several subjects. Examinations are held at irregular intervals, generally without notice, and occupy only the length of the usual recitation period.

A student who satisfactorily completes a subject is assigned a grade of 75 or above. A student who is conditioned in a subject receives, for that work, a grade of 70, while a grade below 70 indicates failure and requires a repetition of the work in question.

At the end of each quarter, a report is made to each student showing the standing in each subject studied, and a copy of the report is forwarded to the parent or guardian.

## Course of Study

**Regulations of Territorial Board**—In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the Territorial Board of Education, the following regulations were approved by said Board of Education:

1. The length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

II. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this territory.

(a) A minimum course of five years for graduates from the eighth grade of the public schools.

(b) A minimum course of two years for graduates from a four years' high school course.

III. Students who are graduates from a four years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have had one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases the student shall be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course, the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks exclusive of Christmas holidays of one week and of commencement week. A recitation period is 45 minutes. A minimum of fifteen academic subjects and nine professional subjects is required for the Normal diploma, as follows:

### SUBJECTS AND UNITS

#### Academic Units for the Five Years' Course—

|                                                                     |   |
|---------------------------------------------------------------------|---|
| English .....                                                       | 3 |
| Science .....                                                       | 2 |
| Science, or Modern or Foreign Languages.....                        | 2 |
| Mathematics (Arith. $\frac{1}{2}$ Alg. $1\frac{1}{2}$ Geom. 1)..... | 3 |



|                         |       |
|-------------------------|-------|
| History and Civics..... | 3     |
| Electives .....         | 3     |
|                         | <hr/> |
| Total.....              | 15    |

#### Professional Units for the Five Years' Course—

|                                     |               |
|-------------------------------------|---------------|
| Psychology and Pedagogy.....        | 1             |
| History of Education, Ethics.....   | 1             |
| Practice Teaching .....             | 1             |
| School Law and School Economy.....  | $\frac{1}{2}$ |
| Methods of Teaching.....            | 1             |
| Music .....                         | 1             |
| Drawing .....                       | 1             |
| Arithmetic and Geography.....       | 1             |
| Bookkeeping and Commercial Law..... | $\frac{1}{2}$ |
| Reading and Word Analysis.....      | 1             |
|                                     | <hr/>         |
| Total .....                         | 9             |

#### Professional Units for the Two Years' Course—

|                                        |                |
|----------------------------------------|----------------|
| Psychology and Pedagogy.....           | 1              |
| History of Education, Ethics.....      | 1              |
| Method of Teaching.....                | 1              |
| Practice Teaching .....                | 1              |
| School Law and School Economy.....     | $\frac{1}{2}$  |
| Arithmetic and Geography.....          | 1              |
| Reading and Word Analysis.....         | 1              |
| Electives from the following list..... | $2\frac{1}{2}$ |
|                                        | <hr/>          |
| Total .....                            | 9              |

List of Electives for the two years' course includes: drawing, 1; music, 1; bookkeeping and commercial law,  $\frac{1}{2}$ ; Spanish, 2; English, 1 or  $\frac{1}{2}$ .

According to the plan adopted for the readjustment of the relation between state normal schools and the universities, graduates from a four years' high school course who complete a two years' course in a state normal school may secure at least one year's credit on a university course. Graduates from the five year normal course are admitted to colleges and universities with such advanced credit as the individual preparation may merit.

## OUTLINE OF THE FIVE YEARS' COURSE FOR GRADUATES OF THE GRAMMAR SCHOOLS

### FIRST YEAR

| First Semester               | rec. per wk. | Second Semester                 | rec. per wk. |
|------------------------------|--------------|---------------------------------|--------------|
| Grammar and Composition..... | 5            | Grammar and Composition.....    | 5            |
| Reading .....                | 5            | Spelling and Word Analysis..... | 5            |
| Arithmetic .....             | 5            | Algebra .....                   | 5            |
| Manual Training              |              | Manual Training                 |              |
| or Household Arts.....       | 3            | or Household Arts .....         | 3            |
| Drawing .....                | 2            | Drawing .....                   | 2            |
| Music .....                  | 2            | Music .....                     | 2            |

### SECOND YEAR

|                               |   |                               |   |
|-------------------------------|---|-------------------------------|---|
| Rhetoric and Composition..... | 5 | Rhetoric and Composition..... | 5 |
| Algebra .....                 | 5 | Algebra .....                 | 5 |
| Biology with laboratory.....  | 5 | Biology with laboratory.....  | 5 |
| Ancient History or Latin..... | 5 | History or Latin.....         | 5 |
| Drawing .....                 | 2 | Drawing .....                 | 2 |
| Music .....                   | 2 | Music .....                   | 2 |
| Manual Training               |   | Manual Training               |   |
| or Household Arts.....        | 2 | or Household Arts.....        | 2 |

### THIRD YEAR

|                                 |                  |                                 |                  |
|---------------------------------|------------------|---------------------------------|------------------|
| Eng. Literature and Themes..... | 5                | Eng. Literature and Themes..... | 5                |
| Geometry .....                  | 5                | Geometry .....                  | 5                |
| Physiography .....              | 5                | Physiology .....                | 5                |
| Mediaeval History .....         | 5                | U. S. History .....             | 5                |
| Drawing, 2..... {               | Spanish or       | Drawing, 2.... {                | Spanish or       |
| Music, 2..... {                 | or } Latin.....4 | Music, 2..... {                 | or } Latin.....4 |

### JUNIOR YEAR

|                               |   |                               |   |
|-------------------------------|---|-------------------------------|---|
| Amer. Lit. and Gram. Analysis |   | Amer. Lit. and Gram. Analysis |   |
| or Spanish or Latin.....      | 5 | or Spanish or Latin.....      | 5 |
| Physics with laboratory.....  | 5 | Physics or Chemistry          |   |
| Arithmetic .....              | 5 | with laboratory .....         | 5 |
| Psychology .....              | 5 | Geography .....               | 5 |
| Science of Government.....    | 5 | Pedagogy .....                | 5 |
|                               |   | Music .....                   | 2 |
|                               |   | Drawing .....                 | 1 |
|                               |   | Observation .....             | 1 |

### SENIOR YEAR

|                                  |   |                                  |   |
|----------------------------------|---|----------------------------------|---|
| Practice Teaching .....          | 5 | Practice Teaching .....          | 5 |
| Methods .....                    | 5 | Methods .....                    | 5 |
| History of Education.....        | 5 | Ethics .....                     | 5 |
| Bookkeeping and Com. Law...5     |   | School Law and                   |   |
| Spanish or Latin (elective)..... | 5 | School Economy .....             | 5 |
|                                  |   | Spanish or Latin (elective)..... | 5 |

## OUTLINE OF THE TWO YEARS' COURSE FOR GRADUATES OF HIGH SCHOOLS

### JUNIOR YEAR

| First Semester                  | rec. per wk. | Second Semester   | rec. per wk. |
|---------------------------------|--------------|-------------------|--------------|
| Psychology .....                | 5            | Pedagogy .....    | 5            |
| Arithmetic .....                | 5            | Geography .....   | 5            |
| Spelling and Word Analysis..... | 5            | Reading .....     | 5            |
| Electives .....                 |              | Observation ..... | 1            |
|                                 |              | Electives .....   |              |

### SENIOR YEAR

|                           |   |                                 |   |
|---------------------------|---|---------------------------------|---|
| Practice Teaching .....   | 5 | Practice Teaching .....         | 5 |
| Methods .....             | 5 | Methods .....                   | 5 |
| History of Education..... | 5 | Ethics .....                    | 5 |
| Electives .....           |   | School Law and School Econ..... | 5 |
|                           |   | Electives .....                 |   |

The following units are offered as electives from which the students may elect a sufficient number to complete a total of nine units for the two years' course: drawing, 1; music, 1; bookkeeping and commercial law,  $\frac{1}{2}$ ; Spanish, 2; English,  $\frac{1}{2}$  or 1; history, 1.

In selecting electives, students who have not completed drawing, music, and bookkeeping and commercial law in their high school course must include these subjects first among their electives.

### ACADEMIC COURSE

Students who do not desire to become teachers may pursue the regular five year course, omitting all the professional work and specializing in Latin and Spanish, English, science or mathematics. Such a course will require four years' work. Students completing such four year course will be granted a certificate which can be used as a credential to admit them to a college or university, but they will not receive a diploma entitling them to teach in the public schools. Students pursuing such regular courses will be exempt from the payment of tuition.

### SCHEDULE OF RECITATIONS

The schedule of recitations is published on next page for the benefit of those who wish to plan their program in advance. This is the program adopted for this year, and it is intended to maintain the same arrangement of work for succeeding years as nearly as practicable.





## SCHEDULE OF RECITATIONS

| Time               | Mr. Matthews | Mr. Irish | Mr. Anderson | Mr. Johnston      | Mr. Frizzell | Mr. Hall | Mr. Ayer |
|--------------------|--------------|-----------|--------------|-------------------|--------------|----------|----------|
| 8:15<br>to<br>8:55 |              |           |              | Music<br>2. M. W. |              |          |          |

## 9:00 to 9:15—MORNING EXERCISES

|                      |                  |                            |                                                |                                |                    |                 |                                      |
|----------------------|------------------|----------------------------|------------------------------------------------|--------------------------------|--------------------|-----------------|--------------------------------------|
| 9:15<br>to<br>10:00  | Arith.<br>Junior |                            | Drawing<br>2b. T. Th.<br>Clay Fri.             |                                | Geometry<br>3.     | Latin<br>Senior | Biology<br>2a.                       |
| 10:05<br>to<br>10:50 |                  | Physiog.<br>3.             | Book K'g<br>Senior                             | Music Jr.<br>M. W.             | Algebra<br>2.      |                 | Physiol.<br>Tr. Sch.                 |
| 10:55<br>to<br>11:40 |                  | Geography<br>Tr. Sch.      | Drawing<br>2a. M. W.                           |                                |                    | Latin<br>Junior | Biology<br>2b. M. T. W.<br>Fri.      |
| 11:45<br>to<br>12:30 |                  | Milit. Drill<br>M. W. Fri. | Clay Fri.                                      | Music Jr.<br>T. Th.            |                    |                 | Laboratory<br>2b. T. Th.             |
| 1:30<br>to<br>2:15   |                  | Laboratory                 | Drawing<br>3, T. Th., 1a. M. W.<br>Clay Fri.   | Music<br>1. T. Th.             | Arith.<br>Tr. Sch. | Latin<br>2.     |                                      |
| 2:20<br>to<br>3:05   |                  | Physics<br>Junior          | Drawing<br>Sp'l T. Th.                         | Music<br>Tr. Sch.<br>T. W. Th. | Arith.<br>1.       | Latin<br>3.     | Laboratory<br>2a. T. Th.<br>2b. Fri. |
| 3:10<br>to<br>3:55   |                  |                            | Drawing<br>1b. M. W. Sp'l T.<br>Th. Mech. Fri. | Music<br>3. T. Th.             |                    |                 |                                      |

## SCHEDULE OF RECITATIONS

|                    |                    |  |                    |                   |  |  |  |
|--------------------|--------------------|--|--------------------|-------------------|--|--|--|
| 8:15<br>to<br>8:55 | Sch. Law<br>Senior |  | Drawing<br>Jun. M. | Music<br>2. M. W. |  |  |  |
|--------------------|--------------------|--|--------------------|-------------------|--|--|--|

## 9:00 to 9:15—MORNING EXERCISES

|                      |  |                               |                                             |                           |                |                 |                                   |
|----------------------|--|-------------------------------|---------------------------------------------|---------------------------|----------------|-----------------|-----------------------------------|
| 9:15<br>to<br>10:00  |  | Geography<br>Junior           | Drawing<br>2b. T. Th.<br>Clay Fri.          |                           | Geometry<br>3. | Latin<br>Senior | Biology<br>2a.                    |
| 10:05<br>to<br>10:50 |  | Laboratory                    | Book K'g                                    |                           | Algebra<br>2.  |                 | Physiology<br>3.                  |
| 10:55<br>to<br>11:40 |  | Geography<br>Tr. Sch.         | Drawing<br>2a. M. W.                        |                           |                | Latin<br>Junior | Biology<br>2b.<br>M. T. W. Th.    |
| 11:45<br>to<br>12:30 |  | Military<br>Drill<br>M. W. F. | Drawing<br>Jun. M.<br>Clay Fri.             | Music<br>Junior<br>T. Th. |                |                 | Laboratory<br>2b.<br>T. Th.       |
| 1:30<br>to<br>2:15   |  | Laboratory                    | Drawing 3. T. Th.<br>1a. M. W.<br>Clay Fri. | Music<br>1. T. Th.        |                | Latin<br>2.     |                                   |
| 2:20<br>to<br>3:05   |  | Chemistry<br>Junior           |                                             |                           | Algebra<br>1.  | Latin<br>3.     | Biology<br>2b. Fri.<br>Laboratory |
| 3:10<br>to<br>3:55   |  |                               | Drawing<br>1b. M. W.<br>Mech. Fri.          | Music<br>3.<br>T. Th.     |                |                 |                                   |

Abbreviations.—S, Senior; J, Junior; 3., 3rd Year; 2., 2nd Year; 1., 1st Year. Divisions indicated by letters a and b.

## FIRST SEMESTER, 1911-12

| Mr. Clark | Mr. Waldo            | Miss Fernandez     | Dr. Bolton | Mr. Felton                | Miss Burgess  | Miss Francis |
|-----------|----------------------|--------------------|------------|---------------------------|---------------|--------------|
|           | Sci. Gov.<br>Jun. a. | Spelling<br>Junior |            | Eng. Lit.<br>Themes<br>3. | Reading<br>1. |              |

## MORNING EXERCISES

|                                     |                      |                     |                      |                                    |                                        |                            |                          |
|-------------------------------------|----------------------|---------------------|----------------------|------------------------------------|----------------------------------------|----------------------------|--------------------------|
| Man. Tr'g.<br>1. T. Th.<br>2. M. W. |                      |                     |                      |                                    |                                        | Sewing<br>1b. Fri.         | Cooking<br>1. T.         |
|                                     |                      | Spanish<br>J. adv.  |                      | Grammar<br>1.                      |                                        | Tr'g<br>Sch.               |                          |
| Tr. Sch.<br>M. W. F.                | Med. Hist.<br>3.     | Spanish<br>J. elem. |                      | Amer. Lit.<br>Gram. Anal<br>Junior |                                        | Sewing<br>1a. Th.          | Cooking<br>2a. F. 2b. T. |
| Tr. Sch.<br>M. T. W.<br>Th. F.      |                      |                     |                      |                                    | Phys. Tr'g.<br>2. M. W.<br>Sp'l. T. F. | Tr'g.<br>Sch.              |                          |
| Man. Tr'g.<br>3. M. W.              | Anc. Hist.<br>2.     |                     | Psychol.<br>Junior   |                                    |                                        | Sewing<br>Sp'l M           |                          |
| Man. Tr'g.<br>Special               | Sci. Gov.<br>Jun. b. | Spanish<br>3.       |                      |                                    |                                        | Sewing<br>2a. W.<br>2b. M. |                          |
| Man. Tr'g.<br>1. M. W.              |                      |                     | His. Educ.<br>Senior | Rhetoric<br>2.                     | Phys. Tr'g.<br>3. W. Fri.<br>1. T. Th. |                            |                          |

## SECOND SEMESTER, 1911-12

|  |  |                |  |                 |                   |  |
|--|--|----------------|--|-----------------|-------------------|--|
|  |  | Spelling<br>1. |  | Eng. Lit.<br>3. | Reading<br>Junior |  |
|--|--|----------------|--|-----------------|-------------------|--|

## MORNING EXERCISES

|                                     |                          |                               |                    |                      |                                       |                            |                          |
|-------------------------------------|--------------------------|-------------------------------|--------------------|----------------------|---------------------------------------|----------------------------|--------------------------|
| Man. Tr'g.<br>1. T. Th.<br>2. M. W. |                          |                               |                    |                      |                                       | Sewing<br>1b. F.           | Cooking<br>1. T.         |
|                                     |                          | Spanish<br>Junior<br>Advanced |                    | Grammar<br>1.        |                                       | Tr'g<br>Sch.               |                          |
| Tr'g<br>School                      | U. S. Hist.<br>3.        | Spanish<br>Junior<br>Elem.    |                    | Amer. Lit.<br>Junior |                                       | Sewing<br>1a. Th.          | Cooking<br>2a. F. 2b. T. |
| Tr'g<br>School                      |                          |                               |                    |                      | Phys. Tr'g.<br>2. M. W.<br>Spl. T. F. | Tr'g<br>Sch.               |                          |
| Manual<br>Tr'g<br>3. M. W.          | Ancient<br>History<br>2. |                               | Pedagogy<br>Junior |                      |                                       | Sewing<br>Special M,       |                          |
| Manual<br>Tr'g<br>Special           |                          | Spanish<br>3.                 |                    |                      |                                       | Sewing<br>2a. W.<br>2b. M. |                          |
| Manual<br>Tr'g<br>1. M. W.          |                          |                               | Ethics<br>Senior   | Rhetoric<br>2.       | Phys. Tr'g.<br>3. W. F.<br>1. T. Th.  |                            |                          |

Mr. Phelps, Method, Senior, 8:15 to 8:55 both Semesters.

Abbreviations.—M, Monday; T, Tuesday; W, Wednesday; Th., Thursday; F. or Fri., Friday; Spl., Special, Tr'g, Training, Sew'g, Sewing; Adv., Advanced; Elem., Elementary.

## Analysis of the Course of Study.

**Introduction**—The primary aim of a Normal school is the training of teachers, and this is made prominent throughout the course. In each department the teacher not only teaches his class, but he discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is made dominant in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the senior year by the student teachers consulting frequently with the members of the Normal faculty who have charge of the subject which they are teaching in the Training School. The members of the Normal School faculty are also expected to prepare outlines of work, special lessons, and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class.

### ART DEPARTMENT

Mr. Anderson

The aim here is to develop in the student the power to know and the ability to express form in its true appearance and proportion; to familiarize him with something of the science and arrangements of color in producing relations of harmony; to train him to appreciate good composition and design; and to cultivate his taste for the beautiful.

Special emphasis is laid upon the subject of designing, that the student may procure a knowledge of the principles underlying the production, in the industrial field, of original and creditable designs. Practical applications are made of the students' work in the Household Arts and Manual Training Departments. Graduates are expected to correlate drawing with other subjects of study, so that it may serve a ready and effective aid in their public school work.

This department is liberally supplied with all the materials necessary for the class room, such as drawing tables, easels, drawing paper, still life models, plaster casts, color wheels, charts and books of reference. Aside from the drawing rooms we have one for work in clay. The exercises in clay modeling include: practice from cast, the making of tiles and pottery, illustrative topics, modeling from plant and animal life, use of potter's wheel, glazing of pottery, and care and use of kiln.

**First year**—The work of the first year embraces: brush practice, drawing of type-forms and objects based upon these, drills in foreshortening and perspective effects, elements of design with applications, problems in construction, practice with pencil, charcoal, colored crayons and water colors, blackboard work, wood-block designing and printing, clay modeling. Two times a week.

**Second year**—The second year's work is review and continuation of that of the first year. The principal topics are: perspective, designing from plant and animal motives, adapting subject-matter to different shapes, illustration, elements of mechanical drawing, pose drawing for poster effects, memory drawing, stenciling, exercises in clay. Two times a week.

**Third year**—The third year's outline includes: light and shade studies, pen-and-ink drawing, colored chalk work, perspective, out-door sketching, wash drawing, pose drawing, charcoal from cast, illustration, landscapes and still life in charcoal and water colors, blackboard practice, stenciling, clay modeling. Two times a week.

**Junior year**—In the Junior year students view the subject of drawing and designing more from the standpoint of the teacher. Among the topics for discussion and presentation in method are: use of blackboard, brush and ink practice, work with charcoal, pencil, colored crayons and water colors, clay modeling, constructive work, lettering, imaginative drawing, designing, composition with special reference to balance, rhythm and harmony, mounting of drawings, methods of preserving pupils' exercises, school-room decoration. Second semester, once a week.

## BIOLOGY

Mr. Ayer

What has been said of the study of science in general may be applied in particular to the study of biology, and more and more is the consideration of living organisms becoming recognized as a fundamental factor of education. It will be the aim of the department to present in sequence the subjects of zoology, botany, and physiology, co-ordinated into a unified course of biology. While the presentation of the course will employ strictly scientific methods, it will be adapted to the needs of teachers of nature study and physiology in the public schools.

**Zoology**—This course introduces the study of biology. After a preliminary survey of the purpose and scope of the course, the study of a typical insect, usually the locust, is begun. Field study of its habits is followed by a careful



and thorough laboratory study of its structure. This introduces the general principles of anatomy and familiarizes the students with zoological nomenclature. The study of structure is made a basis to the understanding of the fundamental functions of life. Following the locust, one type from each family of the Orthoptera, one from each order of Insecta, and one from each class of Arthropoda are studied. The careful research among these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the factors of organic evolution. The remainder of the semester is devoted to a similar study of the prominent types of the other branches of the animal kingdom. While the course in zoology is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study. Students are instructed in and held to proper scientific methods of recording their observations in notebooks. The powers of observation are strengthened and habits of careful, systematic thought developed.

A well selected set of reference works by standard authors are available to student use, and the fauna of the surrounding country furnishes a copious field for special work. G. W. Hunter and M. C. Valentine's *Laboratory Manual of Biology* is used in the laboratory, and Alvin Davison's *Practical Zoology* in the class room. First semester. Second year. Three recitations and four laboratory periods a week.

**Botany**—The study of botany is particularly useful to teachers in furnishing a basis for a large portion of the nature study work requisite in all grades of the public schools.

The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practical, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate, and other factors of environment upon its form, structure, and habits.

The work in zoology terminates and that of botany begins with the joint consideration of the protozoa, the single-celled animals and the simple algae, the single-celled plants. Both of these groups are found in abundant variety on and near the campus. In this study the student learns

the use and manipulation of the compound microscope. By means of these and class demonstrations with the projection lantern an accurate knowledge of cell life, and a clear understanding of the essential biological processes of nutrition, respiration, irritability, sensation, and reproduction are gained.

This is followed by an investigation of typical cryptogams, including a consideration of bacteria. This is succeeded by a laboratory study of the conditions affecting the germination and growth of the seed, the morphology, structure, and functions of the root, stem, leaf and flower. The course is concluded with the study of the chief families of flowering plants. The campus and the surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flowers and trees. Many types serve to illustrate pollination, fertilization and the factors of plant ecology. The course is based upon experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. Each student is required to keep a neat and systematic record of all observations and investigations, and to illustrate the same by careful drawings and sketches. Hunter and Valentine's Laboratory Manual of Biology is used as a laboratory guide, and J. M. Coulter's text-book on Botany in the class room. Second semester. Second year. Three recitations and four laboratory periods a week.

**Physiology**—The general idea of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class demonstrations. The health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene and sanitation, but particularly concerns intellectual and moral behavior. Therefore we bring into greater prominence the right conduct of physical life, hygiene and sanitation, and reduce anatomy to its lowest terms. Experimental work is done in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites and other factors of health are given an ample place in the course. This course is planned

to afford prospective teachers a practical knowledge of physiology, sufficient for the needs of public school teachers of physiology and hygiene. To this end frequent reference is made to the content and method of the better class of the common physiology text-books. J. E. Peabody's *Lab. Exercises in Physiology and Anatomy* is used in the laboratory and Hough and Sedgwick's *The Human Mechanism* forms the basis of the text-book work. Second semester. Third year. Recitations and laboratory periods the equivalent of five periods a week.

## COMMERCIAL BRANCHES

Mr. Anderson

**Bookkeeping**—The course in bookkeeping aims to give the student a thorough foundation in the science of accounts. The work in this subject involves drill in accuracy, in rapidity of computation, and in neatness of execution. The voucher plan is followed so that all forms are used as in actual business practice. Self-reliance is encouraged as much as possible, so that the student may act with some degree of confidence in saying what is correct and in deciding accordingly. As the work advances, at frequent intervals, students make out reports as tests of accuracy.

While the principal portion of the work is by the double entry system, still some notice is given the single entry method. Changing from single to double entry is explained. Text-book—Williams and Rogers, *Modern Illustrative Bookkeeping*, American Book Company.

**Commercial Law**—The aim in this subject is to acquaint the student with the laws governing the ordinary transactions of business life, and to interpret them according to the statutes of Arizona. In the several topics, good opportunity is offered for logical thought in the discussions and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of different cases, with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, real property. Senior year. Second semester. Once a week. Text-book, D. C. Gano, *Commercial Law*, American Book Company.

## ENGLISH

Mr. Felton

Instruction in English aims to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends courses are given in word analysis, grammar and analysis, rhetoric, composition, theme writing, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

**Grammar**—First year—The aim of the course in grammar is to insure a practical working knowledge of the elements of the English language, and to construct a foundation for the language courses which follow. The first semester is taken up with a review of fundamentals for the purpose of supplementing the work of the eighth grade. The second semester is devoted to a detailed study of type sentences illustrating the uses of phrases and clauses with special emphasis on infinitive, participial, and idiomatic construction. The student is trained to recognize the logical relations of sentence structure, and to discriminate carefully between good and bad usage, both in oral and written discourse. Text-book—Allen's School Grammar, D. C. Heath and Co.

**Rhetoric and Composition**—Second year—In this course theme writing is required from the first. In order that a suitable freedom of expression may be developed, most of the earlier themes are based upon personal experience and observation. High standards in clearness, correctness, and force are rigidly required. Some attention is devoted to the technical side of rhetoric. Exercises for the improvement of diction, unity, and coherence, together with the principles governing their application, are supplemented with the regular theme requirements. Narration, with special observance of plot and orderly sequence, is studied. Description, exposition, and argumentative discourse follow the study of narrative. Every student is required to prepare and deliver at least one debate during each semester. He is allowed to deliver his argument extemporaneously but must also prepare a brief and develop it in writing. Notebooks are written up carefully and systematically corrected. All papers are discussed and corrected in class or by individual consultation with the instructor. The Shack-



ford-Judson text (B. H. Sanborn and Co.) is used as a guide, and the following classics are read to furnish models for the study of imagery, plot, and character delineation: Tennyson's *Enoch Arden*, Arnold's *Sohrab and Rustum*, Coleridge's *Ancient Mariner* and Macaulay's *Essay on Johnson*.

**English Literature and Themes**—Third year, first and second semesters—This course has three main purposes: First, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each, and by collateral readings from which reports are made; third, to exercise the student in collecting, arranging, and presenting material in the form of well-written papers. Selections from Chaucer, Bacon, Shakespeare, Milton, Pope, Goldsmith, Burns, Carlyle, and Tennyson are read and discussed in class. Text-book—Painter's *English Literature* Benj. H. Sanborn and Co.

**American Literature**—Junior year—A genuine appreciation and enjoyment of the best that has been written by American authors, together with the realization that this literature is a record and reflection of the life and thought of the nation is the aim of this course. Contrast and comparison are used wherever possible to indicate change or progress in national events or ideals; and the fact that certain works and writers are contemporaneous is emphasized, especially in the New England group. The character of the individual authors, their life and interest in the welfare of our country is noted as well as their literary qualities. The following texts were studied this year: Irving, *Life of Goldsmith*, Emerson, *Self Reliance*, *Compensation and Manners*, Poe, *Selected Poems and Tales*, Poems from Bryant, Longfellow, Whittier, Holmes and Lowell. Selections from Jefferson, Hamilton and Lincoln. During the first semester Painter's *American Literature* is used as a text-book. A review of grammatical analysis is pursued in connection with the study of American literature. An exhaustive study of the analysis of sentences which are taken largely from the classics read is made the basis of a thorough review in grammar. Free expression of individual opinion is encouraged and students are warned against fine, arbitrary classifications. The course aims for breadth of understanding of the subject and sympathy with young

students as essential in practical teaching. Notebook work consists of themes, book reviews, analysis, and tabulations. Text-book—Lillian Kimball, *The English Sentence*, American Book Co.

## HISTORY AND CIVICS

Mr. Waide

In history as in all subjects it is necessary to adapt the work and the method to the learner's growing knowledge and logical capacity. Therefore it will be found convenient to divide the process of teaching into three stages: first, the picture and story stage; second, the informational stage; and third, the reflective stage. With the first we are not concerned, as it is essentially primary. The second stage furnishes us with the facts methodically presented, with emphasis on the biographical and social phases. The third stage presents the study of causal relations, the origin, development, and inner life of institutions. The correlation of history with literature is made by readings from the classics, both poetry and prose; with geography by the drawing of maps showing physical features and by the study of climatic conditions and of the material resources of regions as environmental conditions and hence vital factors in the making of history.

In the courses here offered an attempt is made to train the student in the making of outlines and summaries of periods and movements, the material being gathered from all available sources. The aim of getting a clear idea of the details of history is not made paramount. A careful selection of what is considered essential is made and thus time is obtained for the intensive study of particular epochs. In this way the student is introduced to newer methods and acquires more freedom in the use of materials. The library is well equipped for all the courses and especially for the study of the history and government of the United States. Many periodicals relative to this department are on file in the magazine room.

**Course 1.** Ancient and Mediaeval History. Second year. First semester. Text-books—W. M. West, *Ancient History*; J. H. Robinson, *History of Western Europe*. Supplementary Reading—*Histories of Botsford and Pelham*; Adams, *Civilization During the Middle Ages*.

**Course 2.** English and European History. First year. First semester. Text-books—E. P. Cheyney, *A Short History of England*; J. H. Robinson, *History of Western Eu-*

rope. Supplementary Reading—Green, Short History of England; Fyffe, History of Modern Europe; The Epoch's Series, Longmans.

**Course 3.** American History. Third year. Second semester. Text-books—R. L. Ashley, American History. Supplemental Reading—The Epoch's Series, Longmans; The American History Series, Scribner's.

**Course 4.** Civil Government. Junior year. First semester. Text-book—R. L. Ashley, The American Federal State. Supplementary Reading—Bryce, The American Commonwealth; Beard, Reading in American Government and Politics.

## HOUSEHOLD ARTS

Miss Francis

The general aim of the work is to teach the art of right living through the elevation of the ideals of the home, and through the application of scientific principles to the management and work of the household. The purpose is not only to insure a knowledge of the subject, but to develop habits of order, accuracy, and self reliance, and to cultivate an appreciation of artistic effect as well as utility. The courses in Household Arts are intended to give familiarity with the best and most economical methods of home-making and housekeeping. By practical work, reference work and lectures, emphasis is brought to bear on the best ways of conducting a home healthfully, economically, comfortably, and beautifully. Two rooms in the basement of the main building are used for Household Arts. One is equipped for individual work in Domestic Science, the other has the necessary tables and machines for hand and machine sewing. Courses in sewing and domestic science are given to the grammar grades of the Training School, sewing to the fifth, sixth, seventh, and eighth grades, domestic science to the seventh and eighth. The course of study issued by the Territory for grammar schools is used.

**Domestic Science**—Course A—As the majority of the girls entering the Normal have had no school instruction in Household Arts, the work is necessarily elementary. The practical phase of the work is chiefly emphasized. Foods are prepared and served, and are classified with reference to the five food principles. Besides the cooking and serving of foods, the course includes the care of the kitchen and equipment, dish washing, measuring, general cleaning, the careful use of gas, and the practice in the use of ovens. The meanings and definitions of certain terms are emphasized,

for example: fry, broil, simmer, boil, sauté. Some simple experiments are given as finding the temperature of boiling water, the effect of heat on eggs, and the action of various liquids upon baking powder and soda. First year. Two periods a week.

**Domestic Science**—Course B—This course is open to those who have completed Course A. The work is more advanced in practice and in theory. More experiments are introduced and some reference work is given. Groups of students prepare and serve meals after planning their menus, computing the cost and doing their own marketing. Some time is given to the study of each of the following subjects: Laundry work, home nursing, dietetics, home sanitation. Second year. Two periods a week.

**Domestic Science**—Course C—Elective—This course is offered to students beyond the second year, who have had no school training in domestic science. Two periods a week for twenty weeks.

**Domestic Science**—Course D—Elective—Students beyond the second year who have had domestic science for at least one semester may enter this course. Two periods a week for twenty weeks.

**Sewing**—Course A—If the students in this class have had hand sewing in the grades, the work given is chiefly with the machine. Undergarments are made from patterns drafted by the student and also from bought patterns. During the first semester all the stitches commonly used in hand sewing are reviewed. During the second semester the use of machine attachments is taught. Students who have had no hand sewing in other schools make useful articles by hand and are taught garment repairing during the first semester. Students completing this course have a working knowledge of all common stitches used in hand sewing, are able to use intelligently a machine and some of the attachments, and know how to draft a pattern for and make at least one undergarment. First year. One period a week for forty weeks.

**Sewing**—Course B—Students are eligible who have completed Course A. Drafting and use of patterns, making of garments on machine, use of machine attachments and embroidery stitches are taught. Second year. One period a week for forty weeks.



**Sewing**—Course C—All seniors who have had less than one semester's hand sewing in some school, beyond the sixth grade, are required to take this course. Sufficient hand sewing is given that each student will know how to make, use and teach all the common stitches used in hand sewing. Senior year. One period a week for twenty weeks.

**Sewing**—Course D—Elective—Open to students beyond the second year who have had hand and machine sewing in school. Advanced machine work is given. One or two periods a week for twenty weeks.

**Sewing**—Course E—Elective—Open to students beyond the second year who have had hand and machine sewing in school. Advanced machine work is given. One or two periods a week for twenty weeks.

## LATIN

Mr. Hall

The course in Latin begins the second year and extends over the last four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year—making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archaeology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the Southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system, receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of the sixteen generally required for admission to the universities of Arizona and California.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall be not less in amount than Caesar, *Gallic War I-IV*; Cicero, *Orations against Catiline, for the Manilian Law, and for Archias*; Vergil, *Aeneid I-IV*. But in

**range** this amount or its equivalent may be selected from the following authors and works: Caesar, *Galic War* and *Civil War*, and Nepos, *Livcs*; Cicero, *Orations*, *Letters* and *De Senectute* and Sallust, *Catiline* and *Jugurthine War*; Vergil, *Bucolics*, *Georgics*, and *Aeneid*, and Ovid, *Metamorphoses*, *Fasti*, and *Tristia*; **Provided** always that this selection shall include the following as Prescribed Reading: Cicero, *for the Manilian Law* and *for Archias*; Vergil, *Aeneid i-ii* and either *iv* or *vi*.

The course is outlined as follows for 1911-1912:

**Introductory**—Pronunciation, syllabification, and inflection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

**Caesar**—Gunnison and Harley, *Galic War*, Silver, Burdett and Co., is the only text used for the second year work. Three recitations a week throughout the year in Caesar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

**Cicero**—Harkness, Kirkland and Williams, *Nine Orations*, American Book Company. The orations *against Catiline* will be read in the junior year; also Merivale's Sallust's *Catiline*, The Macmillan Company. In the senior year the orations *for Archias* and *for the Manilian Law*; also *for Marcellus*, *for Ligarius*, and *the Fourteenth Phillipic*. Each class recites in Cicero twice a week throughout the year.

**Vergil**—Greenough and Kittredge, *Aeneid*, Ginn and Company. Books i-iii will be read in the junior year, and books iv-vi will be read in the senior year. Each class recites in Vergil twice a week throughout the year. Subject-matter, literary and historical allusions, and prosody as well as ability to translate will be demanded in all authors read.

**Grammar and Composition**—Every student in the junior and senior classes must have the following books: Pearson *Latin Composition*, American Book Co.; Allen and Greenough, *Latin Grammar*, Ginn and Co.; Brown, *Latin Word List*, Ginn and Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in

school, with ability to use this knowledge in writing simple Latin prose will be rigidly required of each student upon the completion of the four years' work in Latin. Juniors and seniors recite once a week throughout the year upon this work.

## MATHEMATICS

Mr. Frizzell

Mathematics should form an important part of the course of study in a normal school, for the logical product of such school is teachers of children, teachers who are to go out and train children in village and country so that they may become useful and competent citizens. Since citizens must have legitimate and lucrative occupations and since the science of mathematics is fundamental in all business transaction and constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School, the effort is made to train the student in a manner that will best fit him for work as teacher and also give him a comprehensive and thorough knowledge of the subject. The course is presented under three heads, namely, arithmetic, algebra and geometry.

**Arithmetic**—Arithmetic is presented for a half year in the first year class, and also for a half year in the junior class. In the first year the endeavor is to drill thoroughly in fundamental processes of arithmetic, broaden the view and establish a basis for the subject of algebra. In the junior year, in addition to thorough review and advanced investigation, the subject is presented from the teacher's standpoint and methods of teaching are freely discussed. First year; first semester. Junior year; first semester. Text-book—Southworth-Stone, Exercise Book in Arithmetic, Benj. H. Sanborn and Co.

**Algebra**—Algebra is based upon the work in arithmetic. Beginning with concrete and simple operations students are led to the development and comprehension of the more abstract and general truths. Special attention is given to the fundamental operations. Also close study is made of fractions, the equation as a means for solution of problems, simultaneous equations, quadratics, series, proportion, and logarithms. The subject is treated in a simple and careful way so that a student who has ordinary intelligence and who has mastered the grammar school arithmetic can do the work in algebra in a satisfactory manner.

The work in algebra covers a period of one and one-half years. First year, second semester, and second year, first and second semesters. Text-book—Webster Wells, *Essentials of Algebra*.

**Geometry**—Geometry is offered in the third year of the course. It is continued for one year in which both plane and solid geometry are covered. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have clear understanding of the hypothesis. This fastens upon him the habit of close observation and prepares him to meet conditions everywhere and view them in proper light. The aim is, also, to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient proof before drawing conclusions. Third year. First and second semesters. Text-book—George C. Shutts, *Plane and Solid Geometry*.

## MANUAL TRAINING

Mr. Clark

This course affords opportunity for becoming proficient in workmanship, and for mastering the principles necessary for teachers of the subject. The laboratories are well equipped for cabinet work, certain forms of carving, pattern making and turning. Instruction in other materials will be given as the needs of the students seem to demand. The aims of manual training as taught here are: first, to encourage and stimulate self-reliance, invention, neatness, proportion, harmony and accuracy; to make competent, independent workmen, capable of designing, making or repairing in house or furniture construction; second, to teach the estimation of values and effects; third, to assist juniors and seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach this work. As outlined, the course embraces all grades of the training school above the fourth, and includes the first three years of the Normal. In the remaining two years the work is elective. The problems designated aim to embody such principles of construction and finish as are within the scope of the ability of the student in the grade to which the problems are assigned. All discussions are built upon the material, construction and finish of these problems. Other problems than those mentioned may be substituted, provided the same principles are embodied.

**Training School Course**—The Training School pupils are taught, by means of a series of problems, the funda-



mentals in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. None but work well done will be accepted. Incorrect habits of workmanship are noted, that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain term or year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings, and pupils are required to understand and read the same at completion of the eighth grade, with ability to execute drawings of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board, pen tray, key rack, tooth-brush holder, blotter pad; sixth grade, towel roller, spool holder, footstool, book-rack, hexagonal tray, cutting board; seventh grade, wall pocket, candle-stick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack, picture frame, square table, carved trays, lamp stand, chair. Thirty-six weeks. Two periods per week.

**Normal Course**—This course allows considerable latitude as to specific articles, but insists upon certain joints being executed: such as, haunched mortises and tenon, keyed mortise and tenon, half lap, half lap miter, dove tail, framing. The problems are made the foundation for discussion of woods and their growth as related to constructive or building uses; the making of wood preservatives and finishes, and a variety of discussions pertinent to the work. While the theoretical and educational are not lost sight of, the trade or practical side of the workshop is kept largely in mind, that the young men who elect the work may be fitted in a great measure for work in the trades. This side is made a feature because not all of the young men who enter school will become teachers; some wish to fit themselves for the more skilled positions in the various fields of industrial work. Those who prepare for professional work receive special instruction and lectures upon the scope and intent of this branch of the public school work. Plan and elevation drawing, isometric and cabinet projection as well as pure mechanical drawing dealing with geometrical principles necessary to shop work is required. Working drawings, tracings and blue prints are made, and experience in their preparation required of the pupils. The completion of this work will be sufficient to obtain positions for graduates in drafting rooms. Structural drafting is of-

ferred as an elective. The Normal course is divided into two parts: Academic work for first and second year students and professional work for juniors and seniors. Students who have completed the academic work and do not wish to pursue the professional course may elect to do advanced academic work.

**Academic Course**—The pupils make such problems as the following: knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, plate rack, picture frame, magazine case, truss framing, rafter cutting. Two periods a week. First and second years.

**Professional Course**—Juniors and seniors who elect to take the work must finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions of manual training or to embody the work in general school work to a large extent. The students have access to a number of excellent manuals, art magazines, and industrial publications for suggestions and assistance. Two periods a week. Junior and senior years.

## MILITARY DRILL

Mr. Irish

This work is intended to accomplish several important results. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing, that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction and self-control. At the same time the graduation of authority and division of responsibility from private to captain furnish a valuable object lesson in government, while the actual knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed

to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes "the setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-first Legislative Assembly of the Territory of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard. Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by



a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

## MUSIC

Mr. Johnston

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study. The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music. Ample opportunity will be given for chorus practice, and results have demonstrated that this work has developed into one of the most attractive and useful features of the school routine, not only acquainting the students with the very best music of this class, but also enabling them to do acceptable service at the daily morning exercises, and on special occasions of various kinds. At least one important musical work is performed each year by the school, under the direction of this department, usually an opera, suitably staged and costumed. Such work affords students excellent opportunity for solo and chorus practice. The new Auditorium, with its large stage and growing equipment, greatly added to the interest of this event this year, which advantage will, of course, improve with the acquirement of additional accessories, already in sight.

Many of our students take instruction in piano playing; there are a few excellent piano teachers in Tempe, and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practicing, and such students may have stated hours assigned them upon application.

Voice culture and sight reading are the branches of music taught in the school, and three years are required to complete the course, divided as follows: Scale and Song materials containing mostly diatonic progressions, enabling the student to acquire not only a working knowledge of the diatonic scale and its intervals, but a repertoire of good songs as well. First year. Two periods per week. Text-book—1st book, Melodic Course, Natural Music Series.

Scale and Song materials, continuing study of diatonic progressions, with the addition of study and practice of



chromatic progressions, and progressions of the minor modes, both in melodic form and part singing. Second year. Two periods per week. Text-book—2nd book, Melodic Course, Natural Music Series.

Work in sight reading is continued, instruction in elementary harmony given, and methods of teaching music in the public schools discussed. Third year. Two periods per week. Text-books—3rd book, Melodic Course, Natural Music Series, and Emery's Elements of Harmony.

Students of advanced standing, entering for the first time, are required to make such grades as may be prescribed.

## PHYSICAL SCIENCE

Mr. Irish

**Physics, A.**—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Text-book—Milikan and Gale, First Course in Physics. Junior year. First semester. Five periods a weeks.

**Physics, B.**—An additional semester's course of laboratory work in electrical measurement, sound, and light, accompanied by two lectures a week is open to those who have completed Course A., and who have shown special ability along this line. Such students may elect this course in place of the course in chemistry. Junior year. Second semester. Five periods a week.

**Chemistry**—Two periods laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Course A in physics which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises

are so chosen as at the same time to make the student acquainted with the preparation, properties, and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to metallurgical processes. Text-book—Brownlee, First Principles of Chemistry. Junior year. Second semester. Five periods a week.

## EARTH SCIENCE

Mr. Irish

**Physiography**—The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effects. A brief review of general geography presents the salient features of the earth as a basis for the work which is to follow upon the world building changes in the earth's crust, the effects of elevation, erosion, and land sculpture. The work of streams, the effects of volcanic action, glaciation, and kindred topics are discussed at length and illustrated by laboratory exercises and by the use of a good collection of lantern slides. In preparation for the study of atmospheric agencies, weather, and climate, the student is required to make and record daily observations of the barometer, temperature, relative humidity, and other data. These observations are used as the basis of monthly reports of the weather, accompanied by barometer and thermometer curves and graphic wind charts. The student is taught to interpret the government weather maps which are received daily, and to which reference is frequently made in connection with the daily observations and the study of weather and climate. The use of contour maps and the construction of sections and profiles are taught early in the course in order that the student may be enabled to make use of the large stock of government topographic maps in the study of typical regions. The meteorological equipment includes a complete set of Green's thermometers, a good barometer, barograph, thermograph, wind vane, anemometer, and rain gauge. The laboratory is supplied with wall maps, globes for class and individual use, relief models, and illustrative collections of rocks and minerals. Third year. First semester. Five times a week. Text-book—Salisbury's Physiography, Briefer Course.

**Geography**—This course is intended as a thorough review of the subject preparatory to the year of practice teaching in the Training School. Methods of collecting

and preparing illustrative material are discussed, and opportunity is given for the acquiring of collateral information which will be of use to the future teacher. Much practice is given in the various phases of map making and map reading, including the actual mapping of a limited area by the use of simple and easily constructed instruments. A considerable portion of the time is devoted to local geography and to the geography of Arizona. The work in general geography follows the plan of the Tarr and McMurry geographies, which are used as texts. The student is encouraged to draw as much information as possible from outside sources, particularly from the current magazines and reference works in the school library. A card index of articles of interest in this connection greatly facilitates the use of the library and periodicals. The leading geographical magazines are at the student's disposal. Junior year. Second semester. Five periods a week.

## PHYSICAL TRAINING AND ORATORY

Miss Burgess

**Physical Training**—Instruction in Physical Training is given during the five years of the course if desired. The work is required of all young women of the first three years, but is elective the last two years. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German systems of free movements and light gymnastics. The work is conducted in the new Auditorium building, the entire lower floor of which is occupied by the gymnasium. This is furnished with sufficient apparatus for a thorough course in physical training.

The aim of the beginning work is to acquire a symmetrical development of the body as a basis for health and grace. Exercises are given to remedy the following defects: weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head, and all hereditary and acquired faults in the carriage of the body. The general work includes Indian clubs, dumb-bells, fancy drills with scarfs, balls, and wands, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles, and all devices in training that secure freedom of bodily action and expression of grace.

The results expected from the work are: first, a noble and graceful bearing habitually maintained; second, freedom from awkwardness and self consciousness; third, ease and precision in the movements of the body; fourth, a con-

tinual and gradual development toward a symmetrical body without injury or strenuous exercises which might prove harmful.

The advanced work taken up in the Junior and Senior elective classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and aesthetic forms of Physical Culture, harmony in all movements of the body, and mastery of bodily control. The primary object being the development of the individual, as much personal attention as possible is given to each member of these classes.

To secure uniformity of costume, students are advised to procure black material for their suits, and these are made according to specifications from the Director at the beginning of each school year.

**Oratory**—The Department of Oratory embraces reading, elocution, debate, oratorical delivery, and all forms of public speaking. The courses given are as follows:

**Reading, First Year**—The first year reading is the beginning work from the text-book, Cumnock's Choice Readings, and deals with all forms of speaking. The fundamental work is English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctly, giving thought and proper expression to what is read.

**Reading, Junior**—This course is arranged for those who enter the two years' course for high school graduates. It includes all of the work of the first year course in reading, but takes a broader form in method of teaching and application. The standard is naturalness, and deals with reading as portraying life as it exists in literature. The standard classics are used, such as Courtship of Miles Standish, Evangeline, Enoch Arden, and the plays of Shakespeare. The Merchant of Venice was used this year.

**Public Speaking**—In the Department of Public Speaking, the Director has charge of all public work in contests, debates, society programs, etc. In any one of these, the students are given assistance to present their work in a natural and creditable way. In this instruction, the fundamental principles of oratory are observed. As in reading, the standard in oratory is naturalness, distinctness, and thorough mastery of the thought expressed.



## PROFESSIONAL INSTRUCTION

Dr. Bolton, Mr. Matthews, Mr. Phelps

**General Statement**—The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five years' course of the Normal and the second is open to the graduates of four year high schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty-four units required for graduation.

**Psychology**—The aim of the course in psychology is to introduce the students to the scientific study of mind. The work is given by text-book, experimental demonstration and lectures. The purposes kept in mind are to teach the principles of the science as far as that can be done in so short a course, to show by presenting observations and by experiment how a knowledge of the subject has been built up, and to arouse the interest of the students in the introspective observation of themselves and in the study of mind objectively as it is displayed by children and adults in ordinary daily life. The work is given the first semester of the junior year. Text-book—J. R. Angell, *Psychology*, Henry Holt and Co.

**Pedagogy**—The course in pedagogy follows directly upon that of psychology. There are two purposes to be met in the course; the first is to show the principles of learning and to develop from these the principles of teaching, and the second is to make the applications of the principles of learning and teaching to the subjects in the course of study. As the students of this course begin their practice teaching at the beginning of the senior year the latter part of the course is devoted to making preliminary preparation in the methods of teaching for the various subjects in the course of study for the Training School. The more detailed study of methods comes during the senior year. For this preliminary preparation the various methods, aims and purposes that have been suggested for each subject of study by educational writers are gone over and some lesson planning in each subject is given. Such standard works as Roark's *Method in Education*, Winterburn's *Method in Teaching* and Charters' *Method in Teaching* are followed. Second semester. Junior year. Text-books

—W. A. Bagley, *The Educative Process*, The Macmillan Co.; Irving E. Miller, *The Psychology of Thinking*, The Macmillan Co.

**History of Education**—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text-book, lectures, and reports by the students. First semester. Senior year. Text-book—Paul Monroe, *A Text-Book in the History of Education*, The Macmillan Co.

**Ethics**—The work in Ethics aims to awaken in the students a clear consciousness of the vital importance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically, as this method has proved its usefulness in showing how the various theories of moral conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. It is hoped that the students may be led to reflect upon the social order that is spread out before them to the end they may more easily adjust themselves to society as they find it. Second semester. Senior year. Text-book—Dewey and Tufts, *Ethics*, Holt and Co.

**School Economy and School Law**—Instruction is given in these subjects during the last semester in the senior year. The work in School Economy is especially adapted to the needs of teachers who must manage schools without the help of a principal, and it deals with practical problems that arise in everyday school rooms. Rural school problems are given special attention. Among the topics included in the course are school organization; classification and grading of pupils; school discipline; the relation of teacher to pupils, parents, and social environments; arrangement of exercises and provisions relating to order; the keeping of records and making reports; the lighting, heating, ventilating, seating, and decorating of school buildings. The course in school law aims to acquaint the students with the school laws of Arizona, and to compare these laws with the school laws of other states with a view to arousing an interest in the legislative enactment of such amendments to the school laws as will have a tendency to benefit the public school system. The course embraces a careful study of the laws relating to Territorial,

county and city supervision, including the powers and duties of Boards of Education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing of school districts; the revenues derived from territorial, county and district taxation, including the apportionment of the same; uniform text-books, courses of study, etc.

**The Training School**—The Training School is organized under special laws, but is conducted as a regular public school of eight grades. The large number of teachers makes it possible to keep classes small and to give special attention to the needs of individual children.

The professional work of the Training School has two sides—the theoretical and the practical. The courses in general and special methods and the preparatory course in observation of teaching make up the theoretical side. The practical work consists of actual teaching in the classes in the Training School, where the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

**Junior Observation**—As a part of the preparation for taking up the work of teaching, Juniors are required to observe the class-room work of the Training School for a portion of the year. These observations are recorded, corrected and discussed. This leads to a sympathetic appreciation of the teaching profession.

**Methods**—The methods, general and special, are taught by the principal and faculty of the Training School. It is their effort to present Normal School methods in such a practical way that graduate teachers will follow the prescribed course of study in an intelligent manner. Primary methods are given special attention on account of their fundamental nature.

**Practice Teaching**—Each senior teaches one full year in the Training School under the direction of the critic teachers. All teaching is done from carefully prepared lesson plans which have been approved by the supervisors.

## COURSE OF STUDY FOR TRAINING SCHOOL

| SUBJECT                       | 1st Grade             |                       | 2nd Grade             |                       | 3rd Grade             |                       | 4th Grade             |                       | 5th Grade             |                       | 6th Grade             |                       | 7th Grade             |                       | 8th Grade             |                       |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                               | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations |
| Arithmetic.....               | .....                 | .....                 | 5                     | 25                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    |
| Reading.....                  | 15                    | 20                    | 10                    | 25                    | 15                    | 45                    | 10                    | 45                    | 7                     | 30                    | 5                     | 45                    | 5                     | 30                    | 3                     | 45                    |
| Writing.....                  | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 2                     | 20                    | 5                     | 15                    | 2                     | 25                    |
| Spelling.....                 | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 15                    | 5                     | 15                    | 5                     | 15                    | 2                     | 25                    |
| Language.....                 | 5                     | 25                    | 5                     | 25                    | 5                     | 25                    | 5                     | 45                    | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 |
| History.....                  | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 2                     | 45                    | 5                     | 30                    | 5                     | 30                    | *5                    | 45                    |
| Drawing.....                  | 5                     | 25                    | 5                     | 25                    | 5                     | 20                    | 5                     | 20                    | 3                     | 45                    | 3                     | 45                    | 3                     | 45                    | 3                     | 45                    |
| Manual Training and Hand Work | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    | 3                     | 45                    |
| Domestic Science.....         | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 1                     | 90                    | 1                     | 90                    |
| Sewing.....                   | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    |
| Music.....                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 3                     | 30                    | 3                     | 45                    | 2                     | 30                    | 2                     | 45                    |
| Geography.....                | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | *5                    | 45                    |
| Grammar and Composition.....  | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 5                     | 45                    | 5                     | 45                    | 5                     | 30                    | 5                     | 45                    |
| Civics.....                   | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | †5                    | 45                    |
| Physiology.....               | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | †5                    | 45                    |
| Nature Study.....             | 2                     | 20                    | 2                     | 20                    | 2                     | 20                    | 2                     | 20                    | 2                     | 25                    | 2                     | 45                    | *5                    | 45                    | 2                     | 25                    |

\*First Semester. †Second Semester.

Note.—The domestic science requires a double period and displaces two other studies once a week.

The periods of 45 minutes include study periods for some studies.



## SPANISH

Miss Fernández

The course in Spanish proposes to meet the needs of the following classes of students: first, those intending to teach in the Southwest where many descendants of the early Mexican settlers yet live; second, those who may identify themselves with the industrial development of Spanish-America where there is a constant demand for Spanish-speaking Americans with the necessary technical qualifications; third, those students who wish to gain college entrance credit in modern languages. Two years of Spanish are accepted as two units by the leading universities of the United States.

The two years' course in Spanish is elective and begins the third year of the Normal course. High school graduates may elect Spanish in the junior and senior years.

The course is arranged as follows:

**Elementary Spanish**—The elementary course includes a careful drill in Castilian and Spanish-American pronunciation. Much importance is attached to the conjugation of the Spanish verb. The elements of syntax are acquired through translation from dictation and practical exercises in Spanish conversation. Text-books—Worman, *First Spanish Book*, American Book Co.; Hills and Ford, *Spanish Grammar*, D. C. Heath and Co.; Bransby, *Spanish Reader*, D. C. Heath and Co.; Alarcón, *El Capitán Veneno*, D. C. Heath and Co.

**Advanced Spanish**—During this year all class work is conducted in Spanish. A thorough knowledge of syntax is demanded. Frequent dictation and sight reading from Spanish newspapers afford ample opportunity for the development of idiomatic expression. Themes are written in Spanish upon the authors and works studied, and upon the historical development of the Spanish language and literature. Attention is also given to the forms of commercial correspondence. Text-books—Hills and Ford, *Spanish Grammar*, D. C. Heath and Co.; Ford's *Spanish Composition*, D. C. Heath and Co.; Galdós, *Doña Perfecta*, American Book Co.; Larra, *Partirá Tiempo*, American Book Co.; Cervantes, *El Cautivo*, D. Appleton and Co.; Calderón, *La Vida es Sueño*, American Book Co.

During the last quarter of the Normal year the Spanish classes present before the faculty and students a musical and literary program entirely in the Spanish language.

## SPELLING AND WORD ANALYSIS

Miss Fernández

As words are of no use to us any farther than they are understood, the study of spelling and word analysis is a preparation for work in every subject. The purpose of the course is twofold: to teach written spelling, and to enlarge the student's vocabulary. After a preliminary study of phonetics, syllabification, and the general rules of spelling, the student is required to commit to memory the roots listed in the text, and these foreign roots are used as a basis for written and oral exercises in the analysis, definition and use of English words. The words selected for analysis are those used in familiar discourse, while scientific terms and uncommon words of foreign origin are considered as to their particular significance. By frequent spelling contests, the practical rules of spelling and their exceptions become permanently fixed in the memory.

The work in spelling and word analysis demands five hours a week during the last semester of the first year. The subject is also required of students who enter the Normal as graduates of a high school and is considered a part of the professional course. In the junior year the written work is discussed before the class in order to give practical illustration of the methods of teaching spelling and word analysis in the public schools. Text-books—Webster's Academic Dictionary, American Book Co.; Swinton, New Word Analysis, American Book Co.

## Library

The library has recently been remodeled and now occupies two large well-lighted rooms on the first floor of the main building. In addition to this, there is an adjoining room used exclusively for current and bound magazines. At present there are about six thousand volumes, and in addition to this many valuable and useful government publications. There are complete sets of encyclopedias, biographical dictionaries, gazetteers, atlases, etc., some of which are placed in the assembly hall and in the several recitation rooms, so that the students may more conveniently consult them at any time. The books are classified according to the Dewey decimal system, which places all books on a kindred subject together on the shelves. A dictionary card catalog, giving author, title and subject, greatly increases the usefulness of the library.

**Library Instruction**—A brief course in Library Instruction has been prepared for those who wish to take it. The first part of the course will include talks on the use of the library in general—classification and arrangement of books, use of card catalog and periodical indexes. The second part of the course will include the relation between library and school, book-binding, book selection and buying, preparation for the shelves, accessioning, classification and book numbers, cataloging and charging systems.

**Periodicals**—Besides the books in the cases the library is supplied with the following list of magazines which are bound at the end of the year, regularly entered and placed on the shelves with the other books: Advocate of Peace, American Architect, American Botanist, American Boy, American Carpenter and Builder, American Educational Review, American Historical Review, American Journal of Archaeology, American Journal of Philology, American Physical Education Review, American Political Science Review, Annals of the American Academy, Army and Navy Register, Atlantic Monthly, Book Review Digest, Boston Cooking School Magazine, Botanical Gazette, Century, Classic Journal, Classical Philology, Classical Review, Classical Weekly, Collier's Weekly, Concrete, Craftsman, Cumulative Book Index, Current Events, Current Literature, Dietetic and Hygiene Gazette, Edinburgh Review, Education, Educational Review, Elementary School Teacher, Electrical World, Engineering Magazine, Etude, Everybody's, Forum, Government Publications, Harper's Monthly, Hints, House Beautiful, Independent, Interna-

tional Studios, Journal of Geography, Journal of Geology, Journal of Home Economics, Journal of Philosophy, Psychology and Scientific Methods, Keramic Studio, Las Novedades, Library Journal, Literary Digest, Machinery—Eng. ed., Machinery—Shop ed., Manual Training Magazine, Musician, Nation, National Geographical Magazine, National Guard, National Prohibitionist, Nature, North American Review, Outlook, Pedagogical Seminary, Physical Culture, Plant World, Political Science Quarterly, Popular Educator, Popular Mechanics, Popular Science Monthly, Primary Education, Psychological Review, Psychological Bulletin, Pure Products, Readers' Guide to Periodical Literature, Review of Reviews, St Nicholas, School Arts Book, School Hygiene, School Music, School Review, School Science and Mathematics, Science, Scientific American and Supplement, Spectator, Suburban Life, Survey, Teachers' Monographs, Western Journal of Education, World's Work, Youth's Companion.



## Athletics

Students are urged to take an active part in athletic games and exercises. The athletic training is under the personal charge of regular members of the faculty. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The athletic work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student" and stand as prizes to be contended for annually by the various class teams in track, tennis and basketball.

**Tennis**—The one branch of athletics that does and can do most for class spirit is tennis. In it the class as a whole is best represented. Several splendid courts—the best in the territory—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year. Each year a tournament is held, wherein the most prominent schools of this part of the territory take part. Two valuable cups are offered for the men's games, while individual prizes go to the winners in the ladies' games. In addition to this event, inter-class matches are held with other leading schools not represented in the tournament.

**Basketball**—A basketball association is maintained by the young women of the school, who find in this form of exercise a wholesome sort of outdoor recreation and amusement. Two excellent courts for this game are located upon the campus, convenient to the girls' hall, and the games are under the supervision of a member of the faculty. Much interest and a healthy spirit of rivalry are aroused by the annual contest for the silver cup offered by the management of the Student. This trophy is awarded each year to the class whose representative team wins the largest number of games in the inter-class series. This honor passed, this year, to the class of 1911. In addition to the inter-class games, several match games are played each year with teams from other institutions.

**Track**—The development of track athletics at the Normal has been most remarkable. Notwithstanding the fact that the comparative number of boys attending the Normal is small, their track teams have not only won numer-

ous championships, but have attained a standard creditable to any college or university team. The Normal School is a member of the Arizona Interscholastic Athletic Association, which conducts annual track meets among the representative schools of the territory. Last season the Normal team won the championship, making more points than all of the other teams combined. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. Individuality, self-reliance and self-control are encouraged here as elsewhere, and with equally favorable results. There is a fine track on the campus for distance events and a 220-yard straight-away course for sprints. Suitable apparatus for all the standard events has been purchased and all young men are urged to enter this field of athletics.

**Baseball**—Efficiency in baseball has been gradually attained until the Normal team is now one of the best in the Southwest. Only bona fide students in good standing in their classes and deportment are permitted to become members of the teams. Besides the interscholastic series of nine games, an annual series of games is played with the University of Arizona and other leading teams. The Normal diamond, located on the campus, is reputed to be the finest in the territory. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies.

## Special Information

### LITERARY SOCIETIES

Every student of the Normal School is a member of one or the other of three literary societies, the Alpha, the Olympian, and the Philomathean. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, and to develop ease and facility in public speaking. Participation in the work of these organizations is considered an important part of the regular work of the school. A member of the faculty is detailed for each society to act as critic and to give assistance and advice when required. The members of all societies receive individual aid and instruction from the instructor in oratory, who devotes a portion of each week to this special work. Members of the faculty are honorary members of all three societies. Meetings are held each Wednesday afternoon at 4:00 o'clock and public programs are presented from time to time during the year.

In addition to these three regular societies, a fourth, known as the Athenian Debating Club, has been organized by the young men for practice in debate, and meets each Wednesday evening.

### THE STUDENT

"The Tempe Normal Student" is a weekly paper published by the students of the Normal. Its chief purpose is to give the students practical work in writing and it is thought that this purpose is best fulfilled by writing up the daily activities of the school life with which the students are perfectly familiar and of which they are a part. Essays and stories submitted in the department of English either as a part of the regular work or in competition for the prizes and medals offered for this kind of work frequently find publication in the paper. In this way the paper becomes a stimulus not only to the student life of the school, but also to the interest in English work. The paper, however, is a student publication, and the students are responsible for its coming out.

For the past three years the "Student" has offered two medals to the pupils of the Arizona high schools to be competed for in a declamatory contest held at Tempe in March.

The first prize in this contest is a handsome gold medal of special design, contributed annually by Mr. F. A. Hilderbran, of Phoenix. In addition to these medals three silver trophy cups are offered in athletics to be competed for the various classes of the Normal. These inter-class contests have played an important role in the life of the school and have done not a little towards the fostering of a wholesome rivalry among the classes, and they are besides a valuable adjunct to the work in physical training.

### LECTURE COURSES

It is intended to arrange, each year, for a course of lectures and entertainments by outside talent of a high order of merit.

During the year 1910-11 a very satisfactory course was presented, including two illustrated lectures by Dr. Baumgardt, a lecture by Dr. Cubberly, the Gamble Concert Party, The Pasmore Trio, Mr. Chapin's Impersonation of Lincoln, and the English Opera Singers' Concert Company.

The course for 1911-12 will include such names as Judge Lindsay, Governor Folk, Opie Read, the Le Brun Opera Singers, three of whom have starred in grand opera in this country and in Europe, and the Whitney Brothers' Male Quartette, which has no superior before the American public.

These courses are generously patronized by the citizens of Tempe, and afford the students unusual opportunities.

### VISITORS

Visitors are welcome at all times, and educators and clergymen are especially invited to visit the school in all its departments. The faculty is always pleased to make the acquaintance of the parents of the students and to have them make a personal inspection of the school and its work. Visitors will find the entire student body assembled each morning session from 9:00 to 9:15 o'clock, mountain time. The people of Arizona are urged to recognize the fact that the Normal School belongs to them and that the management always appreciates their interest and good will. It is well recognized that their visits are a valuable stimulus to faculty and students alike.

### ASSISTANCE AND PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves un-



able to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty, draw upon it as a loan.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur, of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

Three gold medals are offered annually as prizes for excellence in essay, declamation and oration, respectively. The first is offered by the Athenian Debating Club, the second by the Alpha Literary Society, the third by the Normal Board of Education. These medals are competed for by the members of the regular literary societies during the second semester.

The Harvard Club of Arizona offers to the seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter as well as the treatment must be original.

The Alpha Literary Society offers two gold medals to its own members for excellence in oration and in declamation. A third gold medal for essay is offered to members of the Alpha Society by President A. J. Matthews.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debate.

### THE ALUMNI ASSOCIATION

This association now numbers 439 members. It holds two regular meetings each year and an annual banquet. It is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the territory is already plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates, and to render them professional assistance as far as possible. The association is a valuable means toward this end. The Principal desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. A mistake of any kind in the Alumni Register will be cheerfully corrected as soon as attention is called to it.

## TEACHERS' BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the Principal and members of the faculty find many opportunities of recommending teachers to good positions, and this they are always pleased to do as they feel that the service may be an advantage not only to the student, but to trustees and school officers as well. The Principal of the school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of its students and alumni to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, the Principal should be given a full and detailed statement of the requirements and conditions of the position.

# Register for 1910-1911

## NORMAL DEPARTMENT

|                            |                 |                           |                   |
|----------------------------|-----------------|---------------------------|-------------------|
| Akers, Byran .....         | Phoenix         | Corbin, Clarinda.....     | Tempe             |
| Alexander, Enid .....      | Tempe           | Corbin, Mary .....        | Tempe             |
| Allen, Clara .....         | Mesa            | Cordes, Grace .....       | Prescott          |
| Ames, Frank .....          | Jerome          | Coyle, Velma .....        | Phoenix           |
| Augustine, Clara.....      | Stoddard        | Craig, Edward .....       | Tempe             |
| Austin, Beulah.....        | Tempe           | Creighton, Jessie.....    | Phoenix           |
| Baker, Agnes.....          | Bisbee          | Critchley, Benson.....    | Artesia, Cal.     |
| Baker, Anna.....           | Bisbee          | Crook, Pearl .....        | Tempe             |
| Barbour, Winona.....       | Tempe           | Crook, Veiva .....        | Tempe             |
| Barkley, Robena.....       | Glendale        | Cumming, Lavina.....      | Calabasas         |
| Barney, Annie.....         | Williams        | Cummings, June .....      | Tempe             |
| Barney, Roy.....           | Williams        | Cummings, Lucy .....      | Tempe             |
| Barr, Hazel.....           | Phoenix         | Cummins, Blanche .....    | Tempe             |
| Bauer, Marie.....          | Tempe           | Daggs, George.....        | Williams          |
| Beddow, Mabel.....         | Bisbee          | Dean, Moffatt .....       | Nogales           |
| Behn, Eva .....            | Phoenix         | Detloff, Lucile .....     | Bisbee            |
| Belknap, Carroll.....      | Oscuro, N. M.   | Diamond, Sam .....        | Flagstaff         |
| Billingsley, Ethel.....    | Clifton         | Davis, Frances.....       | Long Beach, Cal.  |
| Blake, Parley.....         | Tempe           | Dichtenmiller, Lena.....  | Clifton           |
| Blakely, Ted .....         | Kingman         | Dickinson, Jessie .....   | Tempe             |
| Blendinger, Katherine..... | Phoenix         | Dines, Flossie .....      | Tempe             |
| Blount, Anna.....          | Tempe           | Doherty, Edith .....      | Nogales           |
| Blount, Paul.....          | Tempe           | Dorsett, Pearl.....       | Spartanb'rg, S.C. |
| Bloys, Ina.....            | Bloomfield, Mo. | Duncan, Dea .....         | Phoenix           |
| Bloys, William.....        | Bloomfield, Mo. | Dunlap, Mary .....        | Douglas           |
| Bond, Eliza.....           | Mesa            | Dykes, Leonard .....      | Mesa              |
| Bone, Katherine.....       | Phoenix         | Easterwood, John .....    | Phoenix           |
| Brady, Forest.....         | Tempe           | Eisenhart, Elizabeth..... | Pearce            |
| Braly, Inez.....           | Phoenix         | Ellington, Alma .....     | Phoenix           |
| Brandenberg, Annie.....    | Winkelm'n       | Everett, George.....      | Duquesne          |
| Brown, George.....         | Tombstone       | Everett, Grace.....       | Duquesne          |
| Byron, Jessie.....         | Williams        | Felch, Bessie .....       | Phoenix           |
| Calkins, Francis.....      | Tempe           | Fike, Aura Belle.....     | Naco              |
| Carrol, Hazel .....        | Mesa            | Fike, Frances .....       | Naco              |
| Carroll, Anna.....         | Phoenix         | Finch, Lora .....         | Tempe             |
| Carter, Cortlandt.....     | Walnut Grove    | Fogal, Edythe .....       | Tempe             |
| Carter, Dorothy.....       | Abilene, Tex.   | Foushee, Leona .....      | Phoenix           |
| Carter, Glenna.....        | Walnut Grove    | Fram, Ray .....           | Phoenix           |
| Chilson, Bessie.....       | Tempe           | Goodfellow, Lillias.....  | Pine              |
| Chilson, Wilmerth.....     | Tempe           | Goodwin, Leona .....      | Tempe             |
| Clark, Afton .....         | Mesa            | Goodwin, Olga .....       | Phoenix           |
| Clark, Carolyn.....        | Benson          | Griffin, Arthur .....     | Tempe             |
| Clarke, Anna.....          | Kingman         | Griffin, Fritz .....      | Tempe             |
| Cole, Lena.....            | Tempe           | Griffin, Mary .....       | Tempe             |
| Cole, Lois .....           | Tempe           | Guldin, Viola .....       | Tempe             |
| Cole, Maude .....          | Tempe           | Haby, Romeo .....         | Willcox           |
| Cole, Rita .....           | Tempe           | Halleck, June .....       | Signal            |
| Collins, Helen .....       | Florence        | Hance, Eva .....          | Yuma              |
| Cooke, Ercel .....         | Globe           | Harmon, Pansy .....       | Tempe             |
| Corbell, Mary.....         | Tempe           | Harrison, Lewis .....     | Duquesne          |
| Corbell, Paul .....        | Tempe           | Hart, Mildred .....       | Bisbee            |
| Corbell, Victor .....      | Tempe           | Haulot, Emily .....       | Phoenix           |

|                                |                |                             |                     |
|--------------------------------|----------------|-----------------------------|---------------------|
| Heaton, Hazel .....            | Mesa           | Muse, Willie .....          | Cochise             |
| Heinrichs, Miriam.....         | Morenci        | Nash, Lucy .....            | Miami               |
| Higgins, Rena .....            | Mammoth        | Nash, William .....         | Miami               |
| Hodnett, Geraldine.....        | Tempe          | Nichols, Warren .....       | Tempe               |
| Holcomb, Gladys .....          | Benson         | Ovieda, Margarita.....      | Tempe               |
| Holcomb, Hazel .....           | Benson         | Oxley, Ruth .....           | Tucson              |
| Holland, Audrey..Newbern, Ten. |                | Painter, Juanita.....       | Tempe               |
| Holmesley, Hallie.....         | Tempe          | Parker, Lauretta.....       | Buckeye             |
| Houston, May .....             | Benson         | Parry, Katherine .....      | Tempe               |
| Hudlow, Cora .....             | Tempe          | Passey, Viola .....         | Pine                |
| Hughes, Erile .....            | Phoenix        | Pearce, Zetta .....         | Mesa                |
| Irvin, Kathleen.....           | Phoenix        | Peart, Dan .....            | Casa Grande         |
| Johnson, Ruby .....            | Hereford       | Peck, Ralph.....            | Marshallfield, Wis. |
| Johnston, Edith .....          | Tempe          | Pendergast, Lulu.....       | Phoenix             |
| Johnston, Helen .....          | Tempe          | Perkins, Ben .....          | Junction            |
| Johnston, Kenneth .....        | Tempe          | Pickrell, Charles.....      | Phoenix             |
| Jolly, Velma .....             | Jerome         | Pitts, Albert.....          | Ash Fork            |
| Jungermann, Otto .....         | Tempe          | Powell, Ione .....          | Florence            |
| Keating, Mary .....            | Florence       | Quinn, Mabel .....          | Tempe               |
| Kempe, Leila .....             | Mesa           | Rains, Mary Evelyn.....     | Flagstaff           |
| Kempf, Annie .....             | Benson         | Rankin, Ella .....          | Tombstone           |
| Kiessling, Marguerite .....    |                | Richards, Ethel .....       | Tempe               |
| .....                          | Medford, Wis.  | Robbins, Irene .....        | Tempe               |
| Kimball, Mary.....             | Phoenix        | Robbins, Ruth .....         | Tempe               |
| Kittle, Grace .....            | Globe          | Robertson, Dorris.....      | Mesa                |
| Kittle, Ruth .....             | Globe          | Rogers, Elva .....          | Mesa                |
| Laney, Mabel .....             | Mesa           | Rogers, Grace .....         | Mesa                |
| Lassator, Laura.....           | Safford        | Rogers, Iva .....           | Tempe               |
| Lewis, Amy .....               | Tempe          | Rogers, Mabel .....         | Mesa                |
| Lisonbee, Letta .....          | Mesa           | Sandoz, Vernice .....       | Tempe               |
| Littlefield, Nellie .....      | Yuma           | Schoshusen, Flora .....     | Tempe               |
| Lorona, Eliza .....            | Florence       | Schultz, Rosa .....         | Mammoth             |
| McComas, Ruth .....            | Tempe          | Scott, Vera.....            | Detroit, Mich.      |
| McComb, Jesse .....            | Willcox        | Sheldon, Joe .....          | El Paso, Tex.       |
| McIlmoil, Lucy .....           | Phoenix        | Shew, Edna.....             | Walnut Grove        |
| McKay, Nettie .....            | Congress       | Shivers, Johnnie.....       | Solomonville        |
| McKee, Marguerite.....         | Phoenix        | Siprell, Earl .....         | Swansea             |
| McNeeley, Allene .....         | Phoenix        | Sirrine, Ethel.....         | Mesa                |
| McNulty, Frances.....          | Tempe          | Smith, Ada .....            | Walker              |
| McVeigh, Phoebe.....           | Mammoth        | Smith, Aileen .....         | Douglas             |
| Manley, Mildred.....           | Tempe          | Spear, Lola .....           | Tempe               |
| Mellon, Kathryn.....           | Palo Verde     | Spikes, Albert .....        | Douglas             |
| Melton, Mary.....              | Shawnee, Okla. | Spikes, John .....          | Douglas             |
| Meskimons, Lillian.....        | Tempe          | Stayton, Lillian .....      | Globe               |
| Meskimons, Lucile .....        | Tempe          | Stevenson, Clara .....      | Phoenix             |
| Miller, Gussie .....           | Tempe          | Stewart, Marie .....        | Tempe               |
| Miller, Lyda .....             | Tempe          | Stewart, May .....          | Florence            |
| Miller, Rose .....             | Tempe          | Strumm, Ethel .....         | Miami               |
| Millett, Neoma .....           | Mesa           | Sturgeon, Beulah .....      | Tempe               |
| Morris, Alice .....            | Safford        | Tamborino, Dorothy.....     | Congress            |
| Morrison, Lucile.....          | Prescott       | Thew, Flora .....           | Tempe               |
| Moss, Bryan .....              | Tempe          | Thiel, Alice .....          | Tombstone           |
| Moss, Florence .....           | Tempe          | Thompson, Josie.....        | Spr. Val., Ill.     |
| Mullen, Cecil .....            | Tempe          | <b>Tompkins, Amy .....</b>  | <b>Phoenix</b>      |
| Mullen, Edith .....            | Tempe          | <b>Tompkins, Ruby .....</b> | <b>Phoenix</b>      |
| Mullen, John .....             | Tempe          | <b>Tong, Maud .....</b>     | <b>Bisbee</b>       |
| Mullen, Lois .....             | Tempe          |                             |                     |
| Mumford, Hazel .....           | Mesa           |                             |                     |



|                         |                      |                           |                      |
|-------------------------|----------------------|---------------------------|----------------------|
| Tucker, Nettie .....    | Tempe                | Welborn, Lela .....       | Phoenix              |
| Tunison, Helen .....    |                      | Welborn, Mary .....       | Phoenix              |
| .....                   | New Port Beach, Cal. | Wells, Harriett .....     | Mayer                |
| Turner, Eva .....       | Tempe                | White, Garland .....      | Tempe                |
| Utterbach, Iva .....    | Cochise              | Windes, Eustace .....     | Mercer, Tenn.        |
| Van Riter, John .....   | Tempe                | Willebrandt, Arthur ..... |                      |
| Waddell, Beulah .....   | Safford              | .....                     | Buckley, Mich.       |
| Walker, Gladys .....    | Calabasas            | Willebrandt, Mabel .....  |                      |
| Walsh, Aileen .....     | Gila Bend            | .....                     | Buckley, Mich.       |
| Warner, Edith .....     | Tempe                | Wilson, Sarah .....       | Safford              |
| Weatherford, Hugh ..... | Flagstaff            | Wilson, Stella .....      | Walker               |
| Webb, Mabel .....       | Roosevelt            | Wood, Grace .....         | Tempe                |
| Webb, May .....         | Douglas              | Woods, Laura .....        | Globe                |
| Webb, Norma .....       | Roosevelt            | Woodward, Georgia .....   |                      |
| Weedin, Jennie .....    | Florence             | .....                     | San Bernardino, Cal. |
| Weir, Irene .....       | Tempe                | Young, Ettie .....        | Clifton              |

### TRAINING DEPARTMENT

|                   |                       |                     |
|-------------------|-----------------------|---------------------|
| Acedo, Lauro      | Cole, Roy             | Hurtado, Jose       |
| Adamson, Evelyn   | Cole, Ruth            | Imperial, Amelia    |
| Alexander, Cecil  | Cole William          | Johnston, Dorothy   |
| Allen, Irene      | Cook, Paul            | Johnston, Janet     |
| Austin, Cedric    | Corbell, Beulah       | Knight, Alice       |
| Austin, Haroid    | Corbell, Ethel        | Laney, Grant        |
| Bacon, Earl       | Crook, Alta           | Lemon, Elisa        |
| Bacon, Elice      | Crook, Lanier         | Littleton, Davinia  |
| Bacon, Grant      | Donnell, Eugene       | Littleton, Thelma   |
| Bacon, Ruth       | Encinas, Amanda       | Lohman, Henry       |
| Basquez, Cruse    | Escalante, Altagracia | MacLennan, Anita    |
| Basquez, Pastora  | Escalante, Enr'que    | MacLennan, Kenneth  |
| Benetes, Angelita | Escalante, Petra      | McGuire, Anna       |
| Benetes, Fred     | Fisk, Warren          | McGuire, Henry      |
| Benetes, Jose     | Flumerfelt, Heien     | McMillan, John      |
| Benetes, Pedro    | Flumerfelt, Percy     | McReynolds, Leslie  |
| Blount, Alma      | Frizzell, Florence    | Matley, Welcome     |
| Blount, Marie     | Frizzell, Stella      | Meyer, Clifford     |
| Bloys, Lena       | Galas, Elisa          | Meyer, Margaret     |
| Bloys, Beulah     | Galas, Miguel         | Meyers, Nellie      |
| Brown, Elvin      | Galas, Petra          | Miller, Floyd       |
| Bufando, Joe      | Goodwin, Alverta      | Miller, Horace      |
| Calkins, Dorothy  | Goodwin, Gordon       | Miller, Lawrence    |
| Calkins, Margaret | Green, Fred           | Moss, Lulu Virginia |
| Carter, George    | Halbert, Crellie      | Murchison, Dan      |
| Casner, Edith     | Hanson, Lucy          | Murray, Elsie       |
| Casner, Howard    | Harbeson, Kenneth     | Nardelli, Annie     |
| Chilson, Albert   | Haulot, Gertrude      | Nardelli, May       |
| Chilson, Edna     | Haulot, Helen         | Ochoa, Jose         |
| Chilson, Warren   | Hermans, Maxina       | Ochoa, Luz          |
| Cole, Annie       | Hermans, Rita         | Oviedo, Rosa        |

|                   |                      |                     |
|-------------------|----------------------|---------------------|
| Oviedo, Susie     | Sarrategue, Gregoria | Tucker, Martha      |
| Parker, Dannie    | Sarrategue, Lupa     | Tucker, Myrtle      |
| Perkins, Fannie   | Seals, Irvin         | Uvez, Carmelita     |
| Perry, Cipo       | Seals, Neva          | Uvez, Elias         |
| Perry, Edward     | Simmons, Linton      | Uvez, Francis       |
| Perry, Walter     | Smith, Cecil         | Uvez, Manuel        |
| Perry, Wesley     | Smith, Edna          | Van Riter, Eleanore |
| Pike, Raymond     | Smith, Ira           | Walling, Catherine  |
| Pitts, Harvey     | Smith, William       | Walling, George     |
| Pulsifer, Dean    | Sosa, Reynaldo       | Walling, Willie     |
| Pulsifer, Maurice | Spangler, Lola       | Walker, Marjorie    |
| Pulsifer, Paul    | Spangler, Lula       | Warner, Ruth        |
| Rhymer, Floyd     | Spangler, Ruth       | Watson, Ernest      |
| Robbins, Dick     | Strumm, Irene        | Webster, Reese      |
| Robbins, Grace    | Surface, Henry       | Westover, Estella   |
| Robbins, Mabel    | Surface, Maud        | White, Elvin        |
| Rogers, Cecil     | Teeter, Earl         | White, Irval        |
| Rogers, Elizabeth | Teeter, Eva          | Williams, Hazel     |
| Rogers, Jean      | Teeter, Glen         | Williams, Myrtle    |
| Rogers, Zillah    | Teeter, Ronald       | Williams, Susie     |
| Ruiz, Frank       | Teeter, Sam          | Windes, Leldon      |
| Ruiz, Joe         | Teeter, Zella        | Woodman, Earl       |
| Ruiz, Josie       | Thatcher, Annie      | Zimmerman, Erdene   |
| Ruiz, Mary        | Thatcher, George     | Zimmerman, Erma     |
| Rydberg, Ivar     | Thatcher, Tom        | Zimmerman, Wesley   |
| Sambiano, Frank   | Throm, Bertha        |                     |
| Sambiano, Rita    | Tucker, Elliott      |                     |

## SUMMARY OF REGISTRATION

|                           |     |
|---------------------------|-----|
| Normal Department .....   | 245 |
| Training Department ..... | 172 |
| Total .....               | 417 |

# Alumni Register

## CLASS OF 1887

| NAME                                                   | ADDRESS             |
|--------------------------------------------------------|---------------------|
| Etta Bromell (Mrs. J. Webster Johnson).....            | Los Angeles, Cal.   |
| Georgia A. Holmesley.....                              | Clifton             |
| Reese M. Ling (District Attorney, Yavapai County)..... | Prescott            |
| Colonel J. H. McClintock.....                          | Postmaster, Phoenix |
| Gertrude Pomeroy * .....                               |                     |

## CLASS OF 1888

|                                         |       |
|-----------------------------------------|-------|
| Kate Cummings (Mrs. Fisher Bailey)..... | Tempe |
| Martha Sears * .....                    |       |
| Henry Q. Robertson.....                 | Mesa  |

## CLASS OF 1890

|                                       |       |
|---------------------------------------|-------|
| Nanna Brown (Mrs. John Knight).....   | Tempe |
| Lena Coughran (Mrs. J. M. Sears)..... | Tempe |

## CLASS OF 1891

|                                               |                   |
|-----------------------------------------------|-------------------|
| Lee Gray, LL. B. (Yale, 1893) (Attorney)..... | Los Angeles, Cal. |
| Josephine Frankenberg .....                   | Tempe             |

## CLASS OF 1892

|                                            |                   |
|--------------------------------------------|-------------------|
| Lillian J. McAllister.....                 | Los Angeles, Cal. |
| Victoria B. Shaw (Mrs. Geo. K. Smith)..... | Tucson            |

## CLASS OF 1893

|                                                          |                     |
|----------------------------------------------------------|---------------------|
| Mamie Anderson (Mrs. J. E. Boyd).....                    | Wickenburg          |
| Agnes Halbert .....                                      |                     |
| W. I. Melton.....                                        | Toluca, Cal.        |
| Lidia Rembert.....                                       | San Francisco, Cal. |
| Mary Wingar (Mrs. Harry Archbald).....                   | Pasadena, Cal.      |
| Chas. C. Woolf, LL. B. (Univ. of Colo.), (Attorney)..... | Tempe               |

## CLASS OF 1894

|                                                     |                     |
|-----------------------------------------------------|---------------------|
| Myrtle Alpin (Physician at Napa Insane Asylum)..... |                     |
| .....                                               | East Highland, Cal. |
| Joseph T. Birchett.....                             | Tempe               |
| Addine Bury (Mrs. Ira Reedy).....                   | La Cananea          |
| Nettie Clay (Mrs. Ashby Hawes).....                 | Tempe               |
| Agnes Dobbie (Mrs. J. D. Loper).....                | Phoenix             |
| Allie Gray (Mrs. Joe Sparks).....                   | El Paso, Texas      |
| Leroy F. Hill.....                                  | Birmingham, Ala.    |
| Mary E. McNeill.....                                | Tempe               |

\*Deceased.

| NAME                                      | ADDRESS                 |
|-------------------------------------------|-------------------------|
| John Metz .....                           | Tucson                  |
| Blanche Newell (Mrs. S. L. McArthur)..... | Los Angeles, Cal.       |
| Rosina Pomeroy (Mrs. Adam R. Brewer)..... | Safford                 |
| Elia Sanders (Mrs. Louis Cordon).....     | Dublan, Chihuahua, Mex. |
| Anna R. Stewart.....                      | Tempe                   |
| Ida M. Woolf (Mrs. A. J. O'Connor).....   | Tempe                   |

## CLASS OF 1895

|                                                        |                |
|--------------------------------------------------------|----------------|
| Miriam Anderson (Mrs. H. B. Davenport).....            | Swansea        |
| John R. Brichett.....                                  | Tempe          |
| John J. Carroll.....                                   | Tempe          |
| Carrie Culver .....                                    | Corona, Cal.   |
| Lottie Gibson (Mrs. R. L. Mullen).....                 | Tempe          |
| Allie Holmesley (Mrs. Josiah Williams).....            | Pima           |
| J. Wallace Morse .....                                 | St. Louis, Mo. |
| Chas. P. Mullen.....                                   | Tempe          |
| Roscoe Walsworth, LL. D. (Harvard University '05)..... | Boston         |
| Maude J. Welcome (Mrs. Hudson Searles).....            | Tucson         |
| Bertha Wilson (Mrs. J. Oscar Mullen) *                 | .....          |
| E. Stanley Windes (Mrs. Metzgar).....                  | Tempe          |

## CLASS OF 1896

|                                                 |                               |
|-------------------------------------------------|-------------------------------|
| J. Lawrence Abell.....                          | Tucson                        |
| Nellie C. Culver (Mrs. Roy Frankenberg).....    | Imperial, Cal.                |
| Don J. Frankenberg.....                         | Tempe                         |
| Nott E. Guild.....                              | Red Rock                      |
| Florence G. Hanna (Mrs. J. B. Flummerfelt)..... | Tempe                         |
| Carl T. Hayden.....                             | Sheriff Maricopa Co., Phoenix |
| Jane M. Hedgepeth.....                          | Phoenix                       |
| Lewis G. Hedgepeth.....                         | Phoenix                       |
| Georgia A. Hendrix (Mrs. L. C. Austin).....     | Tempe                         |
| Amina W. McNaughton (A. B. 1898).....           | Pasadena, Cal.                |
| Deborah I. Morris (Mrs. Doane Merrill).....     | Benson                        |
| Bertha M. White (Mrs. Reese).....               | Bisbee                        |
| Julia R. Nichols (Mrs. C. B. Calhoun).....      | Tempe                         |
| Roy Frankenberg.....                            | Imperial, Cal.                |

## CLASS OF 1897

|                                                 |                   |
|-------------------------------------------------|-------------------|
| May A. Austin (Mrs. William M. Goodwin).....    | Tempe             |
| Julius G. Hansen.....                           | Los Angeles, Cal. |
| Adele Hauxhurst.....                            | Redondo, Cal.     |
| May C. Huffer (Mrs. Bondhower).....             | Globe             |
| Jane P. Martin (Mrs. Verner A. Vanderhoof)..... | Scottsdale        |
| Ana M. Miller (Mrs. L. D. Yeager).....          | Phoenix           |
| Clara M. Miller * (Mrs. Z. M. Zander).....      | .....             |

\*Deceased.



| NAME                                        | ADDRESS           |
|---------------------------------------------|-------------------|
| Flora L. Mills *                            | .....             |
| J. Oscar Mullen.....                        | Postmaster, Tempe |
| Ada M. Payton (Mrs. William Dodenhoff)..... | Phoenix           |
| Mary C. Robinson (Mrs. W. J. Bowen).....    | Mesa              |
| Lucy M. Schwarz.....                        | Mesa              |
| Addie Sirrine (Mrs. Ellis Johnson).....     | Mesa              |
| Verner A. Vanderhoof.....                   | Scottsdale        |
| Walter S. Wilson.....                       | Phoenix           |
| Alice B. Windes.....                        | Santa Ana, Cal.   |

## CLASS OF 1898

|                                             |                   |
|---------------------------------------------|-------------------|
| Edith R. Abell (Mrs. Drane).....            | Mesa              |
| Mary C. Bosbyshell (Mrs. Chas. Rhone).....  | Douglas           |
| Flora N. Cohn.....                          | Los Angeles, Cal. |
| Elizabeth W. England *                      | .....             |
| Louie V. Gage (Mrs. Dennett).....           | Phoenix           |
| Una B. Hanna (Mrs. E. G. Decker).....       | Globe             |
| J. Wesley Hill .....                        | Phoenix           |
| Olive J Maxwell (Mrs. C. A. Stewart).....   | Los Angeles, Cal. |
| Florence A. McKee (Mrs. Chas. Arnold).....  | Phoenix           |
| Julia E. Melton.....                        | Downey, Cal.      |
| Mary R. Moore (Mrs. J. T. Hood).....        | Bisbee            |
| Ethel M. Orme (Mrs. E. W. Lewis).....       | Phoenix           |
| Charlotte E. Perry (Mrs. Homer Redden)..... | Long Beach, Cal.  |
| William R. Price.....                       | Phoenix           |
| Clyde A. Stewart.....                       | Los Angeles       |
| Ida Warren Swiggert (Mrs. Van Kirk).....    | Phoenix           |
| Walter H. Wilbur.....                       | Banker, Tempe     |

## CLASS OF 1899

|                                                 |                      |
|-------------------------------------------------|----------------------|
| Garnett Allison .....                           | Mesa                 |
| Bessie Frances Archbald.....                    | Los Angeles, Cal.    |
| Eva L. Bowyer (Mrs. E. N. Jenkins).....         | El Paso, Texas       |
| Lutie Marion Carlyle.....                       | San Bernardino, Cal. |
| Nella E. Clark (Mrs. A. M. Harmer).....         | Tempe                |
| Robert O. Duncan.....                           | Phoenix              |
| Inez B. Fisher (Mrs. T. A. Collins).....        | Phoenix              |
| Jessica Frazier.....                            | Denver, Colo.        |
| Martha Garnett .....                            | Phoenix              |
| Garfield A. Goodwin.....                        | Tempe                |
| Lena Rivers Hartsfield (Mrs. Will Payne).....   | Tucson               |
| Ella Leota Hauxhurst (Mrs. Harry Galliver)..... | Phoenix              |
| Harry G. Hendrix.....                           | Globe                |
| Benjamin E. Hicks.....                          | Globe                |

\*Deceased.

| NAME                                         | ADDRESS           |
|----------------------------------------------|-------------------|
| Margaret Beatrice Hughes.....                | Nogales           |
| Frank R. Kellner (Mrs. J. Baxter Lewis)..... | El Paso, Texas    |
| D. Maude Lincoln (Mrs. A. C. Lockwood).....  | Douglas           |
| Alice A. Morse.....                          | Seattle, Wash.    |
| Lillian M. Murray (Mrs. Irving Andrews)..... | Los Angeles, Cal. |
| Grace Newell (Mrs. Guy Collins).....         | Roosevelt         |
| Edna A. Ozanne (Mrs. Walter S. Wilson).....  | Phoenix           |
| L. Clay Henshaw (Mrs. Ed. Bowers).....       | Phoenix           |
| Zebulon Pearce .....                         | Mesa              |
| Minnie A. Perry * (Mrs. Joe Bassett).....    |                   |
| Madge P. Richmond (Mrs. Oscar Roberts).....  | Phoenix           |
| Gilbert States, M. D. ....                   | Franklin, Idaho   |
| Ida W. Temple (Mrs. E. C. Piper).....        | Benson            |
| Ruby M. Tucker (Mrs. Chas. Woolf).....       | Tempe             |
| Lillian A. Vaughn (Mrs. J. Dunbar).....      | Benson            |
| Emma Peyton (Mrs. Geo. Swindel).....         | Manila, P. I.     |
| Mary Malvina Wallace (Mrs. A. W. Woods)..... | Bisbee            |
| Veronica White (Mrs. A. M. Woods).....       | Bisbee            |
| Lulu Belle Wingar (Mrs. R. R. Root).....     | Pima              |

Owing to the action of the Board in extending the course of study, no class was graduated in 1900.

#### CLASS OF 1901

|                                                             |                  |
|-------------------------------------------------------------|------------------|
| Noble Carter .....                                          | Manila, P. I.    |
| Alma Morgan Davis.....                                      | Mesa             |
| Alice A. Fultz (Mrs. Archambeau).....                       | Prescott         |
| Hattie M. Green (Mrs. Henry Lockett).....                   | Phoenix          |
| Edna Lucy Greenleaf * .....                                 |                  |
| Dean Ely Godwin.....                                        | Ann Arbor, Mich. |
| Minnie A. Hill.....                                         | Phoenix          |
| Elizabeth India Hedgepeth (Mrs. James Monroe Ressinger).... |                  |
| .....                                                       | San Diego        |
| Josephine K. Hottinger (Mrs. Jessie Bunk).....              | Santa Rosa, Cal. |
| Perla E. Martin (Mrs. Ed. Halderman).....                   | Bisbee           |
| Elenor Atlee Merriam (Mrs. Charles McDonald).....           | Phoenix          |
| Mary Emma McNulty.....                                      | Tempe            |
| Helen Marion Stewart (Mrs. Ellis Wilcox).....               | St. David        |
| Elizabeth Schwarz (Mrs. Jones).....                         | Mesa             |
| Serretta Anne Sirrine (Mrs. Clarence Paddock).....          | Mesa             |
| Charles Albert Stauffer.....                                | Phoenix          |
| Ethel M. Wilbur (Mrs. W. Dorman).....                       | Mesa             |
| L. Grace Webb.....                                          | Phoenix          |

#### CLASS OF 1902

|                                        |         |
|----------------------------------------|---------|
| Alice B. Appleby (Mrs. H. Wagnon)..... | Douglas |
|----------------------------------------|---------|

\*Deceased.

| NAME                                        | ADDRESS           |
|---------------------------------------------|-------------------|
| Rachel Brady (Mrs. Levi Walker).....        | Tempe             |
| Jessie F. Creager (Mrs. J. Kelly).....      | Los Angeles, Cal. |
| Florence C. Ford (Mrs. M. Tribby).....      | Prescott          |
| J. H. Gerard.....                           | Phoenix           |
| Leona L. Gibson.....                        | Whittier, Cal.    |
| Grace M. Godwin.....                        | Santa Rosa, Cal.  |
| Charles A. Haigler (Univ. of So. Cal.)..... | Los Angeles, Cal. |
| Victoria F. Harmon.....                     | Tempe             |
| Leona M. Haulot.....                        | Tempe             |
| Clara W. Johnson.....                       | Phoenix           |
| D. D. Jones.....                            | Mesa              |
| Orren C. Jones.....                         | Thatcher          |
| Stella F. Ross (Mrs. M. P. Holliday).....   | Mesa              |
| Mary J. C. Snyder (Mrs. Kendrick).....      | Bumblebee         |
| Orpha C. Standage (Mrs. O. Babbitt).....    | Mesa              |
| Edith F. Stewart (Mrs. J. Lane).....        | Mesa              |
| Harry L. Trussler, LL. D.....               | Gainesville, Fla. |

## CLASS OF 1903

|                                                        |                           |
|--------------------------------------------------------|---------------------------|
| Charles Alexander .....                                | Tempe                     |
| Raymond H. Alexander.....                              | Tempe                     |
| Elizabeth Cosner .....                                 | Tempe                     |
| Alice Curnow .....                                     | Bisbee                    |
| E. Murray Curnow.....                                  | Bisbee                    |
| Lelia Hicks (Mrs. Thomas Long).....                    | Livingstone               |
| Rose Irene Hottinger.....                              | Oakland, Cal.             |
| Janie Izora Irvine (Mrs. J. M. Lindsey).....           | Sunnyvale, Cal.           |
| Ida May Johnson (Mrs. Ira H. Frankenberg).....         | Tempe                     |
| Emma Laura King * (Mrs. Alma Davis).....               |                           |
| Mamie Gertrude King.....                               | Phoenix                   |
| Lynn M. Laney.....                                     | Univ. Cal., Berkeley      |
| Ina Lucinda Listebarger (Mrs. J. Randolph Hamlin)..... |                           |
| .....                                                  | 618 Gail St., Los Angeles |
| Clarence Mark Paddock.....                             | Mesa                      |
| George Reed .....                                      | San Diego, Cal.           |
| Elmer F. Ruse.....                                     | Mesa                      |
| Orrin L. Standage.....                                 | Tempe                     |

## CLASS OF 1904

|                                           |                   |
|-------------------------------------------|-------------------|
| Deborah Allen .....                       | Mesa              |
| Rebecca Allen (Mrs. O. A. Phelps).....    | Mesa              |
| Winnifred E. Allison (Mrs. Johns).....    | Globe             |
| Fannie Armitage (Mrs. M. J. Roberts)..... | Benson            |
| Helen Axtell .....                        | Tombstone         |
| Ernest Corbell.....                       | Los Angeles, Cal. |

\*Deceased.

| NAME                                     | ADDRESS                          |
|------------------------------------------|----------------------------------|
| Grace Culver.....                        | 409 W. 2d St., Los Angeles, Cal. |
| Lucy Cummings (Mrs. J. F. Warner).....   | Washington, D. C.                |
| Mabel Goldsworthy (Mrs. Fred Kenny)..... | Bisbee                           |
| Alice Grier (Mrs. Marion Kays).....      | Richfield, Idaho                 |
| Adelaide Kindred (Mrs. O. C. Fouse)..... | Bisbee                           |
| Louise Lynd .....                        | Tempe                            |
| Sallie Miller (Mrs. Paul Seitz).....     | Lordsburg, N. Mex.               |
| Mary Millet (Mrs. Alma Davis).....       | Mesa                             |
| Charlotte Mullen .....                   | Tempe                            |
| Getha Munds (Mrs. A. A. Benedict).....   | Camp Verde                       |
| Jennie Munds (Mrs. David Wingfield)..... | Camp Verde                       |
| Della Penn .....                         | Santa Monica, Cal.               |
| Ida Penn .....                           | Santa Monica, Cal.               |
| Pansy Robbins (Mrs. H. H. Huffer).....   | Spring Valley, Cal.              |
| Marion Thomas .....                      | Yuma                             |
| Everett Wilbur .....                     | Mesa                             |
| Maude Wilson .....                       | Tempe                            |

## CLASS OF 1905

|                                           |                                               |
|-------------------------------------------|-----------------------------------------------|
| Florence Armitage .....                   | Fairbank                                      |
| Jessie Blake .....                        | Tempe                                         |
| Jessie Clark .....                        | Benson                                        |
| Mattie Corbell (Mrs Harry Brown).....     | Reward, Cal.                                  |
| Alice DeForest .....                      | Troy                                          |
| Nellie Duncan (Mrs. Everett Wilbur).....  | Mesa                                          |
| Frank Dykes .....                         | Mesa                                          |
| Alice Greenleaf (Mrs. Francis Byrne)..... | Yuma                                          |
| Ione Greenleaf .....                      | Yuma                                          |
| Edgar Hendrix.....                        | Roundup, Mont.                                |
| Frank Hough.....                          | Reclamation Service, Fallon, Nev.             |
| Alma Jones .....                          | Globe                                         |
| Laverna Lossing .....                     | Flagstaff                                     |
| Bertha Lyall .....                        | Phoenix                                       |
| Ina McComas .....                         | Tempe                                         |
| Helen MacIntyre .....                     | Phoenix                                       |
| Mary Mullen (Mrs. Lynn Palmer).....       | Douglas                                       |
| Elma Pulsifier (Mrs. Cone Webb).....      | Roosevelt                                     |
| Margaretha Schwarz .....                  | Mesa                                          |
| Harry Van Noate.....                      | Case School of Applied Science, Cleveland, O. |
| Vessa Wright (Mrs. Chas. Merrill).....    | Bisbee                                        |

## CLASS OF 1906

|                                           |                     |
|-------------------------------------------|---------------------|
| Laura Agnew .....                         | Clifton             |
| Mabel Anderson (Mrs. John F. Dooley)..... | Bracketville, Texas |
| Harry Brown .....                         | Reward, Cal.        |
| Mamie Cain .....                          | Prescott            |
| *Deceased.                                |                     |



| NAME                                      | ADDRESS         |
|-------------------------------------------|-----------------|
| Clara Clem (Mrs. Norman P. Palmer).....   | Camp Verde      |
| Eula Clem (Mrs. W. H. Dougherty).....     | Wickenburg      |
| Delila Carrol (Mrs. W. F. Drew).....      | Mesa            |
| Maud Collins (Mrs. Elmer Redden).....     | Benson          |
| Alma Cowen (Mrs. J. F. Tresler).....      | Hillyard, Wash. |
| Iva Cox.....                              | Tausred, Cal.   |
| Olivia Doherty .....                      | Nogales         |
| Ethel Doherty .....                       | Nogales         |
| Harriet Gaddis .....                      | Clifton         |
| Genevieve Gerald .....                    | Globe           |
| Ada Halderman .....                       | Dragoon         |
| Alma Harris (Mrs. Merton Stewart).....    | Mayer           |
| Hazel Hendrix .....                       | Clifton         |
| Alta Holmes .....                         | Phoenix         |
| Clifford Johnston .....                   | Tempe           |
| Bertram Jones .....                       | Mesa            |
| Rollin Jones .....                        | Mesa            |
| Reinhold Jungerman, A. B. (Berkeley)..... | Tempe           |
| Mabel Kemp (Mrs. A. C. Duffy).....        | Vail            |
| James King .....                          | Phoenix         |
| Annes Keating (Mrs. Fred C. Ayer).....    | Chicago         |
| Karl Leebrick .....                       | Covina, Cal.    |
| Lucy Leftwich .....                       | Jerome          |
| Anna Matthews .....                       | Tempe           |
| Carrie Marlar (Mrs. G. Bright).....       | Phoenix         |
| Marina Priest .....                       | Metcalf         |
| Clarence Standage .....                   | Phoenix         |
| Jeane Standage (Mrs. Don Le Baron).....   | Mesa            |
| Sadie Stauffer (Mrs. F. W. Griffen).....  | Tempe           |
| Bertha Stewart (Mrs. C. Bodily).....      | Mesa            |
| Mary Stilwell .....                       | Phoenix         |
| Elizabeth Ullman (Mrs. Roy Parsons).....  | Morenci         |
| Hester Wallace .....                      | Bisbee          |
| Gladys Wright (Mrs. Bertram Jones).....   | Mesa            |

## CLASS OF 1907

|                                         |                   |
|-----------------------------------------|-------------------|
| Kathryn Barnett .....                   | Los Angeles, Cal. |
| Frankie Bellamy (Mrs. Cady Gillum)..... | Taft, Cal.        |
| Helen Benedict .....                    | Tombstone         |
| Helen Blome (Mrs. Norman Windes).....   | Canal Zone        |
| Stella Brown (Mrs. A. Hadsell).....     | Long Beach, Cal.  |
| Rena Cole .....                         | Tucson            |
| Josie Critchley .....                   | Tempe             |
| Fannie Dobbie .....                     | Mesa              |
| Olive Griffen (Mrs. Ray Nichols).....   | Ray               |
| Mamie Hadsell (Mrs. A. R. Taylor).....  | Phoenix           |

| NAME                                       | ADDRESS                 |
|--------------------------------------------|-------------------------|
| Emma Haulot (Mrs. Henry Marlette).....     | Los Angeles, Cal.       |
| Maud Hayes .....                           | Phoenix                 |
| Fred Holmes .....                          | Roosevelt, Utah         |
| Genevieve Hubbard (Mrs. Frank Pettit)..... | Phoenix                 |
| Rosa Jaime (Mrs. Fred Dick).....           | Clifton                 |
| Ethel Jones (Mrs. Nathan).....             | Bisbee                  |
| Lucy Kenney (Mrs. John McGregor).....      | Bisbee                  |
| Mary Leavell .....                         | Tempe                   |
| Kittie McNichol .....                      | Humboldt                |
| Alice Merritt (Mrs. George E. Brown).....  | Minneapolis, Minn.      |
| Nelly Murphy .....                         | Univ. of Cal., Berkeley |
| Georgia Quinn (Mrs. C. T. Menard).....     | Ray                     |
| Amelia Rabinovitz .....                    | Phoenix                 |
| Eva Ruse (Mrs. C. Keebler).....            | Tempe                   |
| Lemmie Stauffer .....                      | Phoenix                 |
| Maud Stewart (Mrs. M. Anderson).....       | Hayden                  |
| Edna Stobbs .....                          | Phoenix                 |
| Palmyra Tamborino .....                    | Congress                |
| Carrie Thompson .....                      | McCabe                  |
| Sydney Vensel .....                        | Phoenix                 |
| Iva Walker (Mrs. Lewis Hallenbeck).....    | Salida, Colo.           |

## CLASS OF 1908

|                                             |           |
|---------------------------------------------|-----------|
| F. Herbert Ballou.....                      | Tempe     |
| May Benson .....                            | Willcox   |
| Maude B. Cummings.....                      | Tempe     |
| Helen Duval .....                           | Phoenix   |
| Iva Easterwood .....                        | Phoenix   |
| Catherine Fitzgerald .....                  | Prescott  |
| Mary Haulot .....                           | Mesa      |
| Johnie Hazelwood .....                      | Douglas   |
| Doctor Jones .....                          | Hubbard   |
| Blanche McKee (Mrs. Leon Jones).....        | Salome    |
| Josephine McPherson .....                   | Tombstone |
| Lou Marlar .....                            | Phoenix   |
| Harriett Merritt (Mrs. William LePage)..... | Tempe     |
| Irving Meskimons .....                      | Tempe     |
| Halbert Miller .....                        | Tempe     |
| Artemus Millet .....                        | St. David |
| Maud Perry .....                            | Prescott  |
| Nellie Pine .....                           | Mesa      |
| Gertrude Potts .....                        | Kingman   |
| Inez Robbins (Mrs. Marshall Brown).....     | Payson    |
| Della Schaal (Mrs. Halbert Miller).....     | Tempe     |
| Belle Stephens (Mrs. Wiggenghorn).....      | Pasadena  |
| Nellie Trent .....                          | Mesa      |

| NAME                                         | ADDRESS        |
|----------------------------------------------|----------------|
| Corinne Van Noate (Mrs. Ralph Blount).....   | Glendale       |
| Nell Louise White (Mrs. Orrin Standage)..... | Tempe          |
| Lottie Wiatt .....                           | Phoenix        |
| Mabel Woolf .....                            | Tempe          |
| Sara Hayden .....                            | Seattle, Wash. |

## CLASS OF 1909

|                                          |                   |
|------------------------------------------|-------------------|
| Florence Alexander .....                 | Pima Agency       |
| Ethel Armitage .....                     | Benson            |
| Elizabeth Axtell .....                   | Tombstone         |
| Zelma Babbitt (Mrs. George Allison)..... | Mesa              |
| Zollie Bell .....                        | Douglas           |
| Isabel Blakely (Mrs. J. C. Minge).....   | Seattle, Wash.    |
| Lillian Bryant .....                     | Phoenix           |
| Vera Buck (Mrs. Fred Patterson).....     | Tempe             |
| Marcia Carter .....                      | Phoenix           |
| Nellie Clarke (Mrs. Deland Bouse).....   | Morenci           |
| Rachel Cohen .....                       | Douglas           |
| Abbie Crawford .....                     | Douglas           |
| Edith Culley .....                       | Tucson            |
| Katherine Cunningham .....               | Bisbee            |
| Elsie Curtis .....                       | Pima              |
| Elzina Curtis .....                      | Thatcher          |
| Jennie Daggs .....                       | Williams          |
| John Dykes .....                         | Tempe             |
| Dora Jean Ellis.....                     | Pima Agency       |
| Mary Gardner .....                       | Los Angeles, Cal. |
| Millicent Gilleland .....                | Tempe             |
| May Harmon .....                         | Tempe             |
| Zenobia Harmon .....                     | Mesa              |
| Nellie Harris .....                      | Tempe             |
| Ulah Hudlow .....                        | Hillside          |
| Veronica Irvine .....                    | Phoenix           |
| Ralph Kane .....                         | Phoenix           |
| Evelyn Kindred .....                     | Bisbee            |
| Jessie Lloyd .....                       | Morenci           |
| Mary McDonald .....                      | Prescott          |
| Henrietta Martin .....                   | Clifton           |
| Agnes Perry .....                        | Tempe             |
| Ivy Perry .....                          | Bisbee            |
| Clarence Pine .....                      | Tempe             |
| Lourdes Priest .....                     | Morenci           |
| Jean Quinn .....                         | Tempe             |
| Gladys Robinson .....                    | Mesa              |
| Ada Rock .....                           | Morning Sun, Iowa |
| Theadora Rodger .....                    | Los Angeles       |

| NAME                                   | ADDRESS           |
|----------------------------------------|-------------------|
| Bee Rogers (Mrs. W. N. Steverson)..... | Mesa              |
| Emily Belle Rodgers.....               | Prescott          |
| Ovillah Rush .....                     | Bakersfield, Cal. |
| Irma Schmidt .....                     | Tempe             |
| Maude Sirrine .....                    | Mesa              |
| Mamie Snyder .....                     | Phoenix           |
| Myrtle Snyder .....                    | Bisbee            |
| Florence Studley .....                 | Bisbee            |
| Mae Stukey .....                       | Walker            |
| Mary Turner (Mrs. H. E. Davis).....    | Prescott          |
| Irene Woolf .....                      | Tempe             |

## CLASS OF 1910

|                                       |              |
|---------------------------------------|--------------|
| Emma L. Bell .....                    |              |
| Fannie Breedlove .....                | Phoenix      |
| Olive Conroy (Mrs. Russell).....      | Tempe        |
| Loreen Cox .....                      | Jerome       |
| Norma Creighton (Mrs. Snow).....      | Iowa         |
| Meda Dickinson .....                  | Tempe        |
| Mary Duffy .....                      | Tucson       |
| Jennie Ellingson .....                | Phoenix      |
| Wiley Hanson .....                    | Tempe        |
| Albert Jungerman .....                | Tempe        |
| Lulu Keating .....                    | Ray          |
| Nathaly Larson .....                  | Ray          |
| Marjorie Leavell .....                | Ohio         |
| Laura McGill .....                    | Tombstone    |
| May McKay .....                       | Congress     |
| Annie Priest .....                    | Tempe        |
| Maud Shivers (Mrs. J. R. Polley)..... | Solomonville |
| Mary Terrell .....                    | Clifton      |
| Frank Thomas .....                    | Bisbee       |
| Anna Tong .....                       | Bisbee       |
| Ruth Turner .....                     | Mesa         |
| Georgia Wilcox .....                  | Phoenix      |

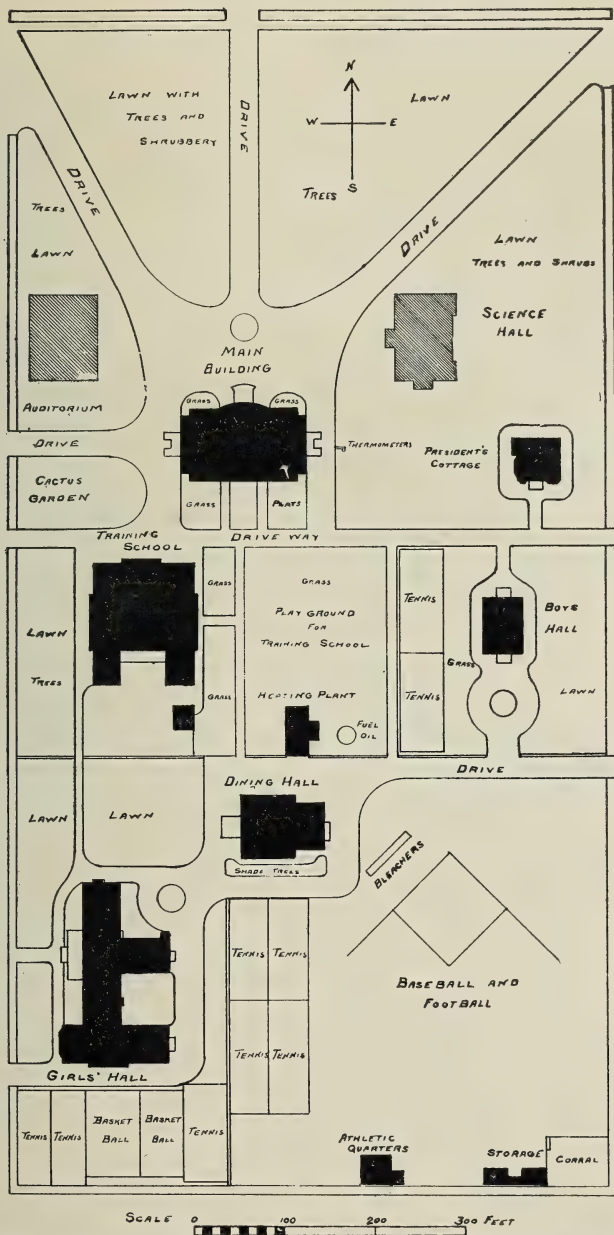


## Class of 1911

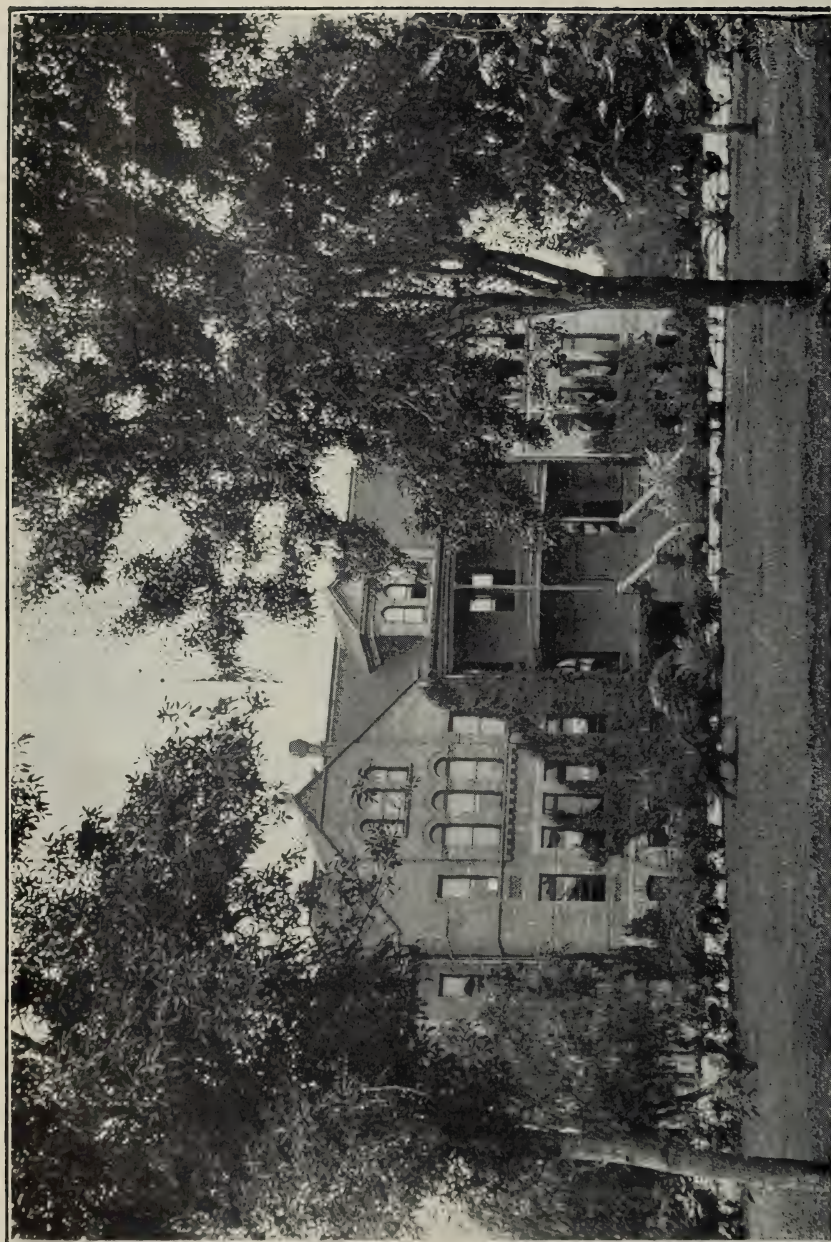
Agnes M. Baker  
Robena Barkley  
Hazel Barr  
Mabel Beddow  
Parley Blake  
Eliza Bond  
Katherine Bone  
Hazel Carroil  
Lena Cole  
Mary Corbell  
Pearl Crook  
Frances Davis  
Pearl Dorsett  
Mary Dunlap  
Leonard Dykes  
Alma Ellingson  
Aura Belle Fike  
Lora Finch  
June Halleck  
Hazel Heaton  
Edith Johnston  
Otto Jungermann  
Marguerite Kiessling  
Eliza Lorona

Ruth McComas  
Nettie McKay  
Frances McNulty  
Mary Melton  
Rose Miller  
Neoma Millet  
Lucille Morrison  
A. John Mullen  
Hazel Mumford  
Lucy Nash  
Juanita Painter  
Charles Pickrell  
Dorris Robertson  
Grace Rogers  
Aileen Smith  
Lola Spear  
Josie Thompson  
Ruby Tompkins  
Aileen Walsh  
Mabel Webb  
Jennie Weedon  
Mabel Willebrandt  
Eustace Windes

Total number of graduates, 438.



PLAN OF CAMPUS—CONTAINING TWENTY ACRES



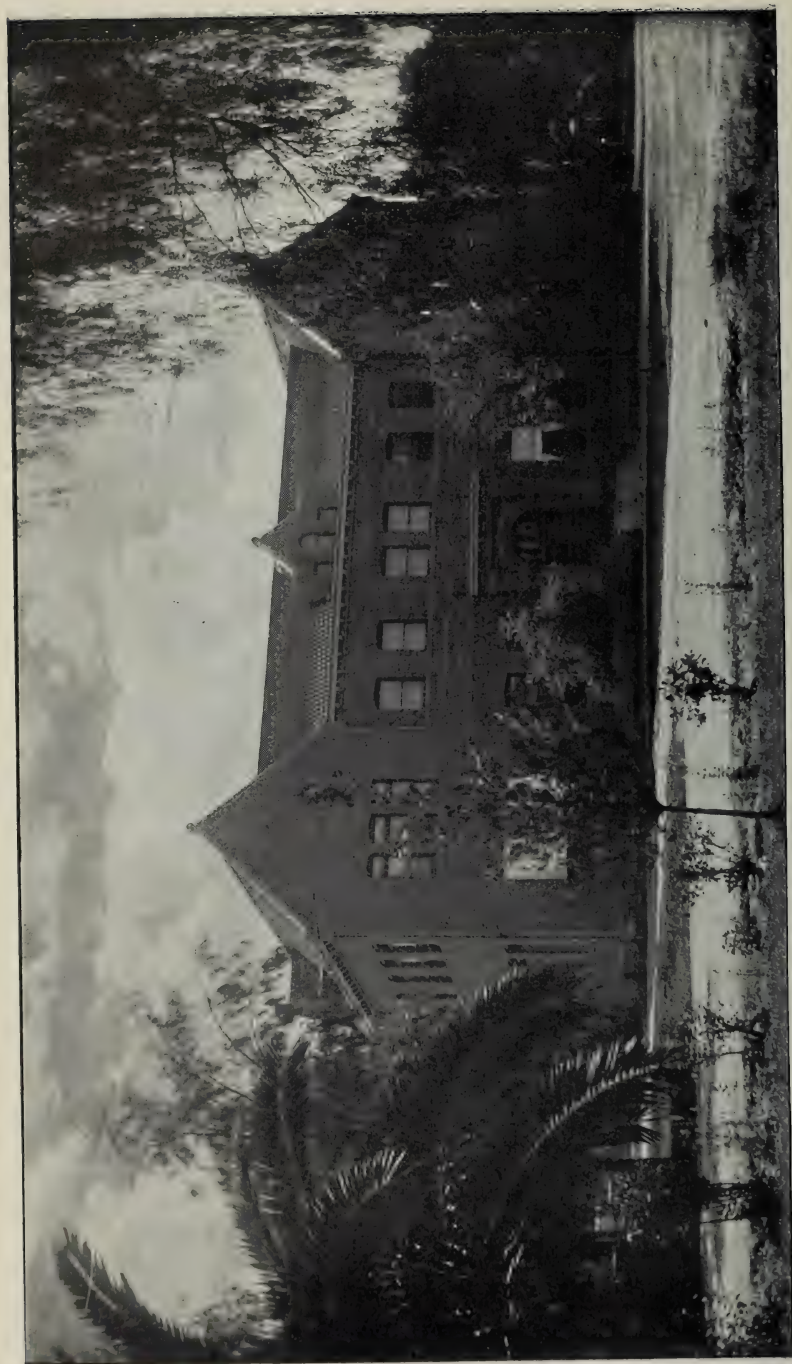
MAIN BUILDING



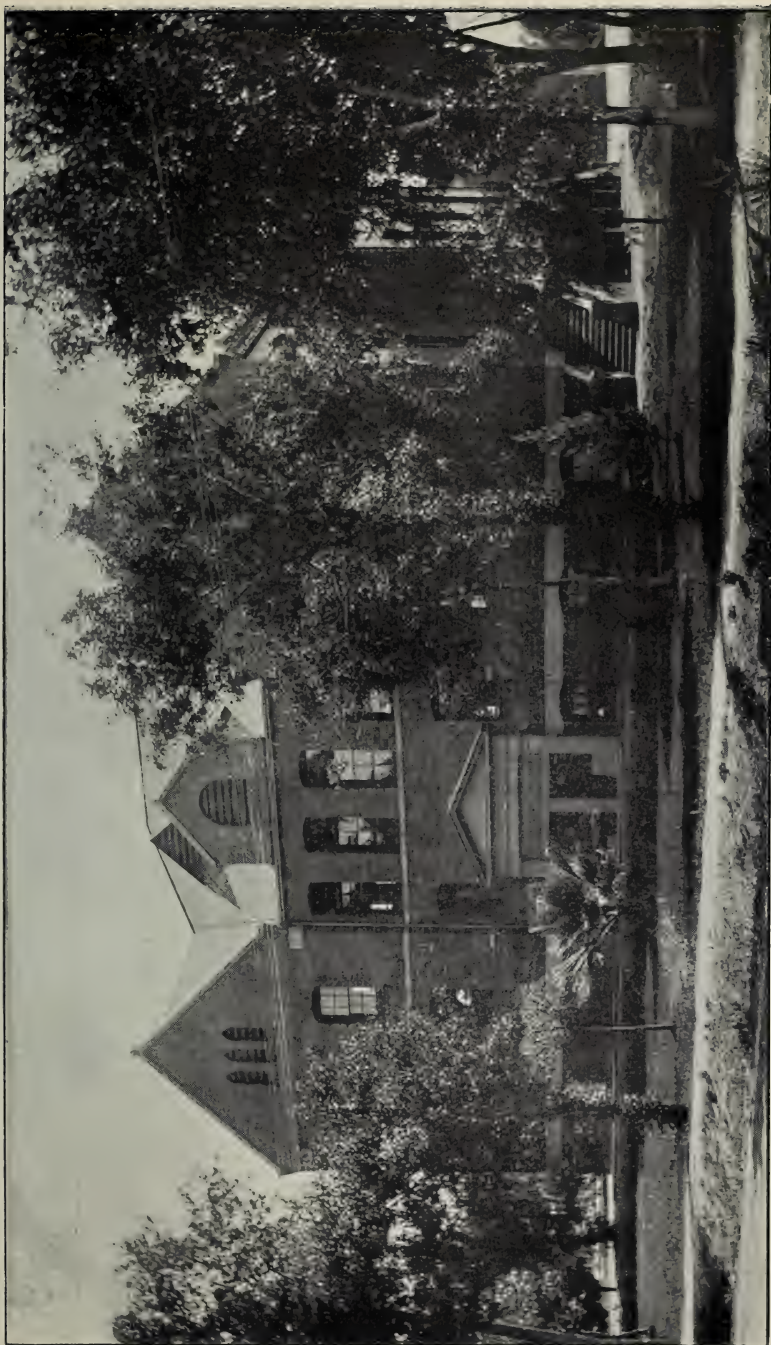


TRAINING SCHOOL





SCIENCE BUILDING

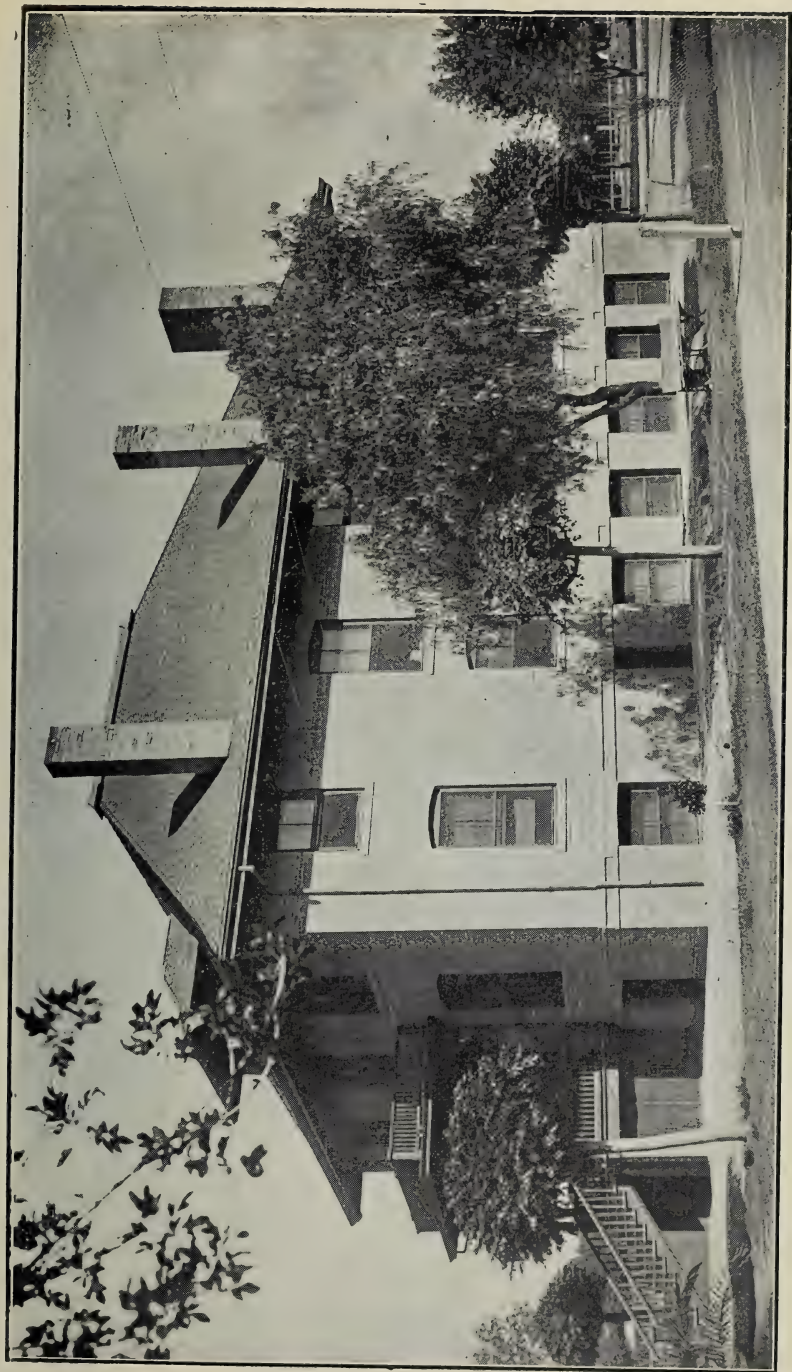


AUDITORIUM AND GYMNASIUM





LADIES' DORMITORY



GENTLEMEN'S DORMITORY





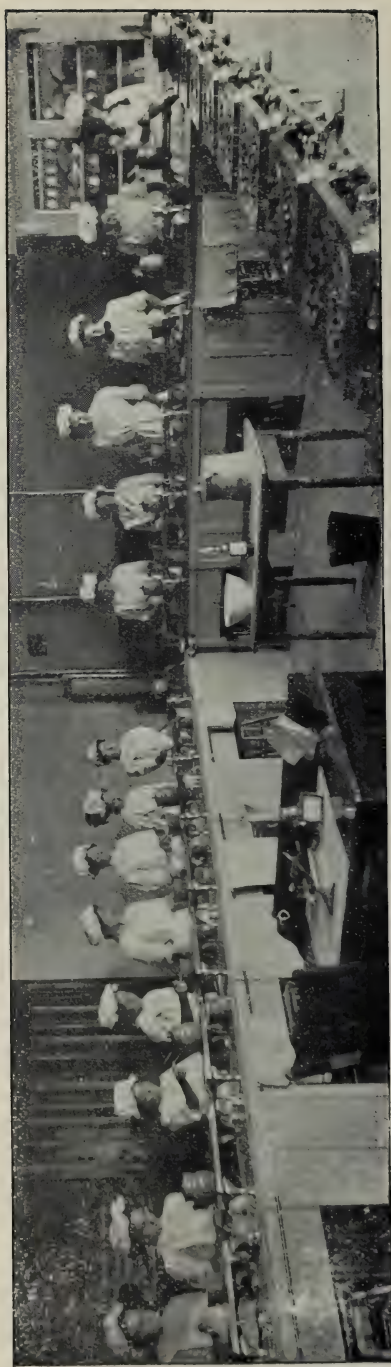
DINING HALL



STAGE IN AUDITORIUM

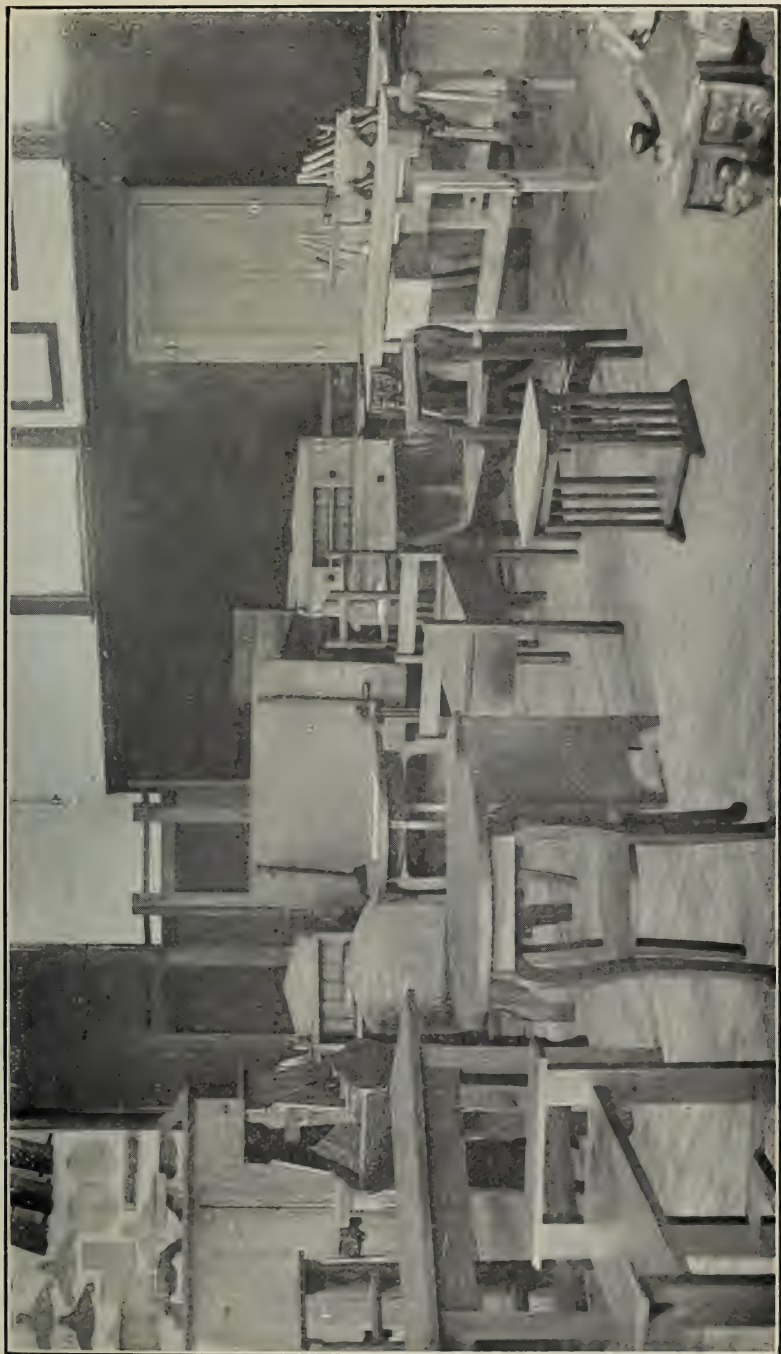


LIBRARY



DOMESTIC SCIENCE



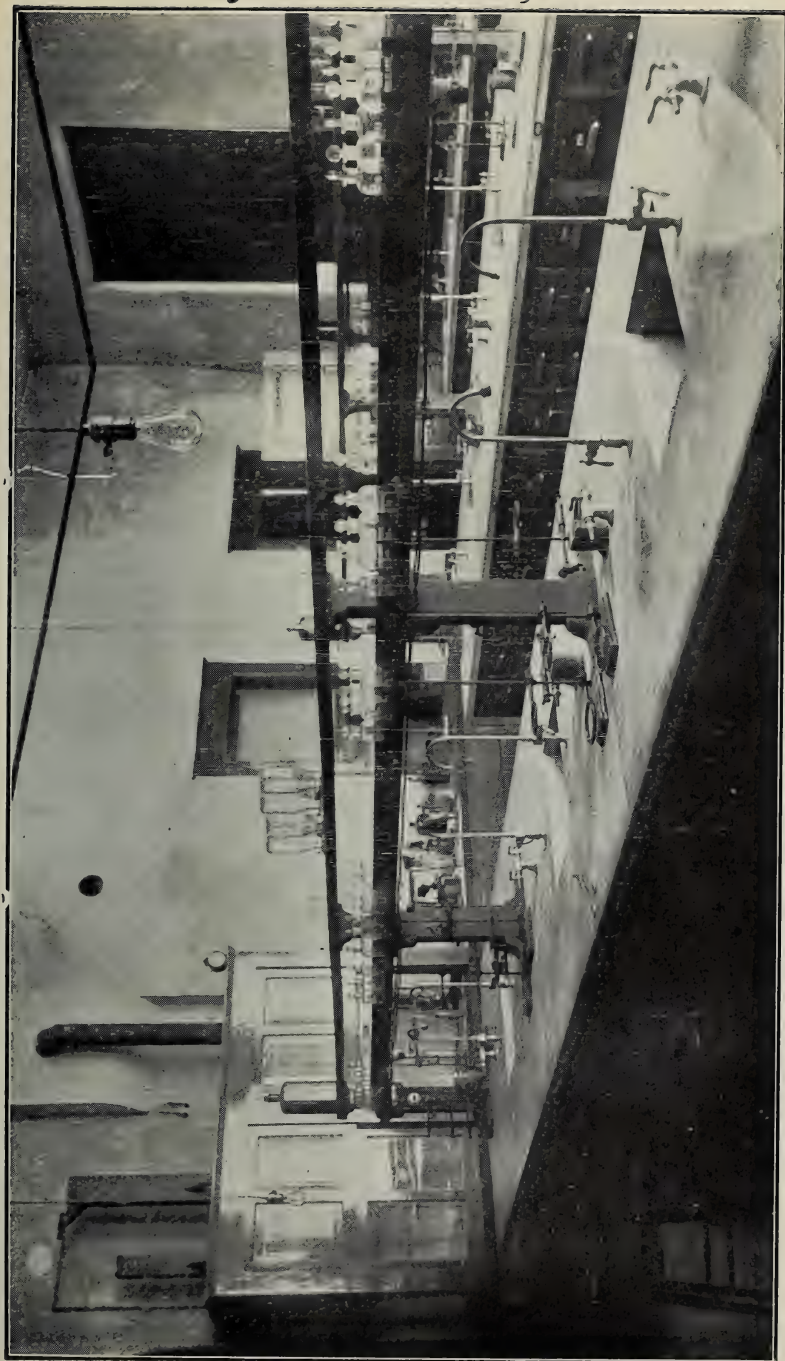


MANUAL TRAINING SHOP





BIOLOGICAL LABORATORY



CHEMICAL LABORATORY



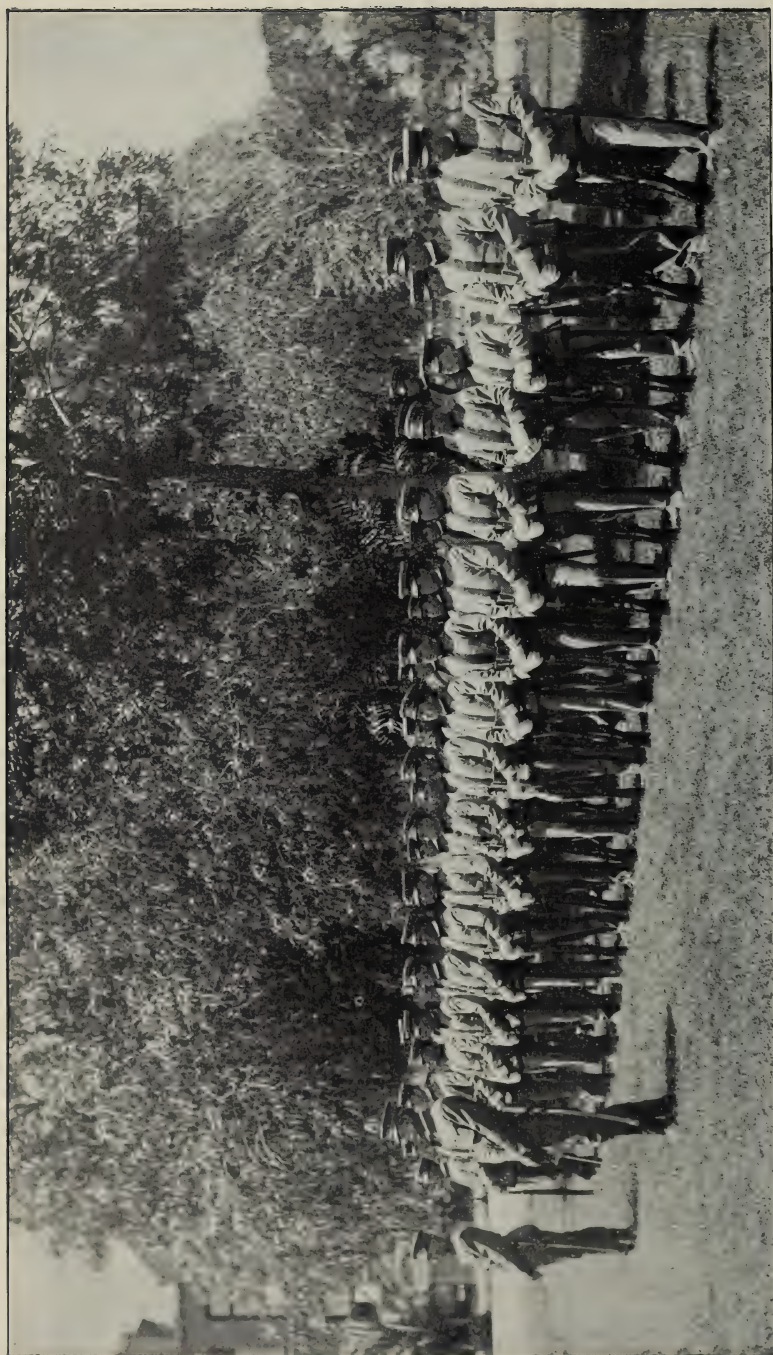
ART ROOMS



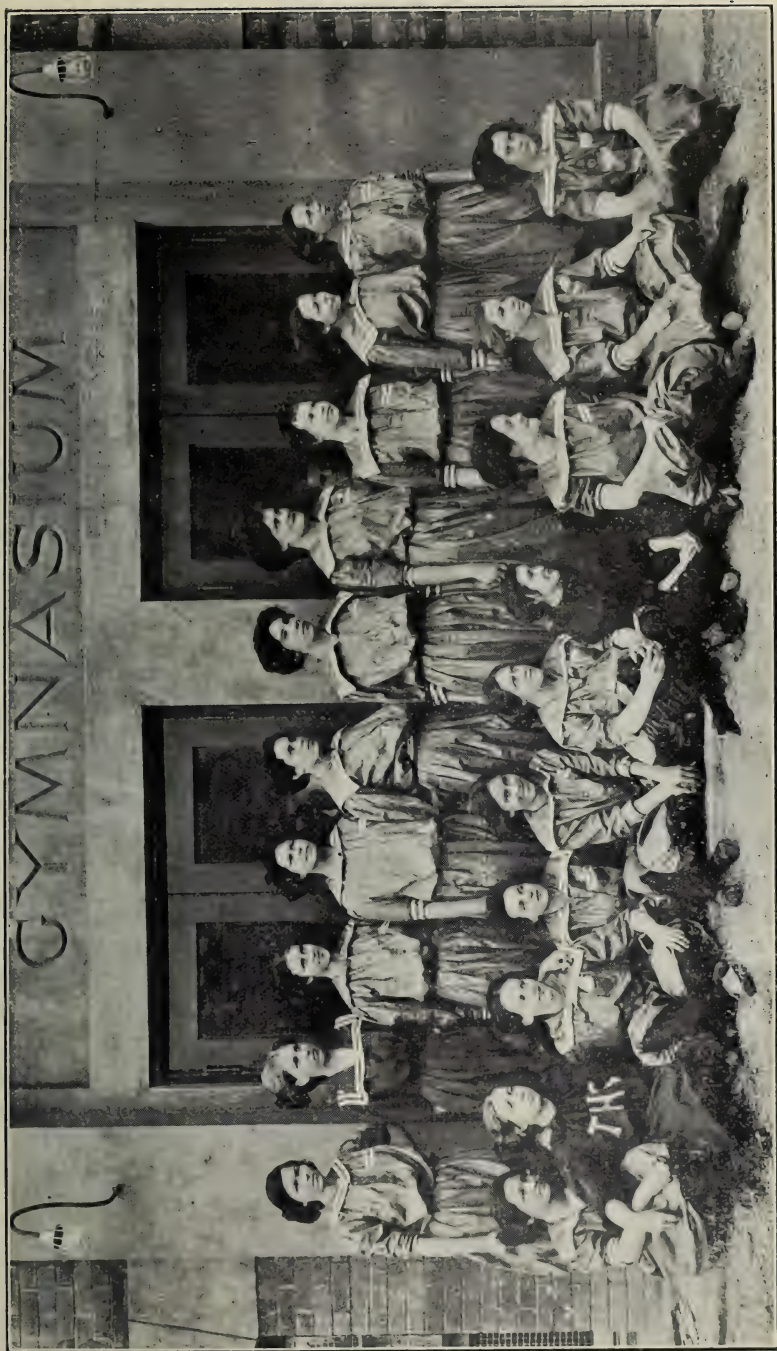


SENIOR CLASS 1911





CADET COMPANY



PHYSICAL CULTURE CLASS





ATHENIAN DEBATING CLUB

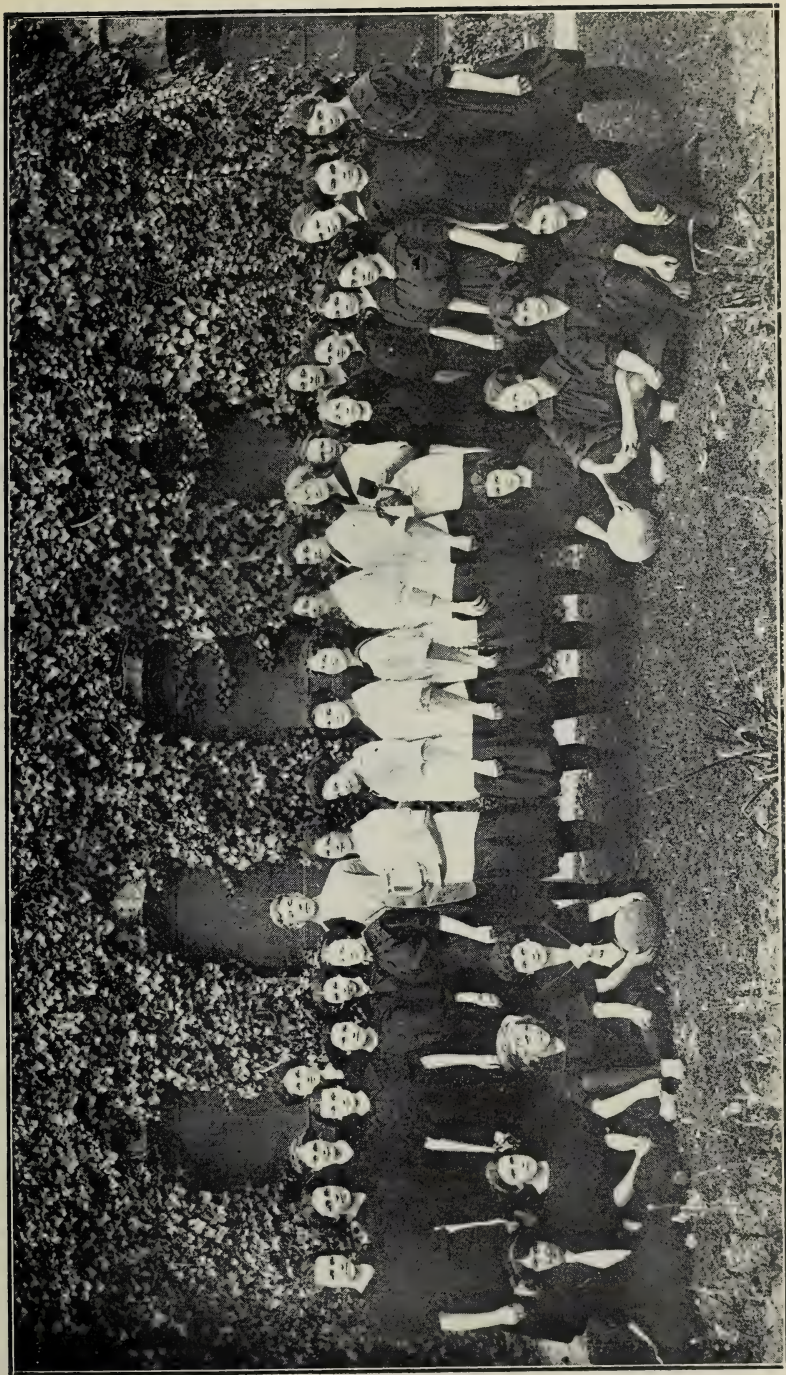


"THE STUDENT" STAFF





BASEBALL TEAM

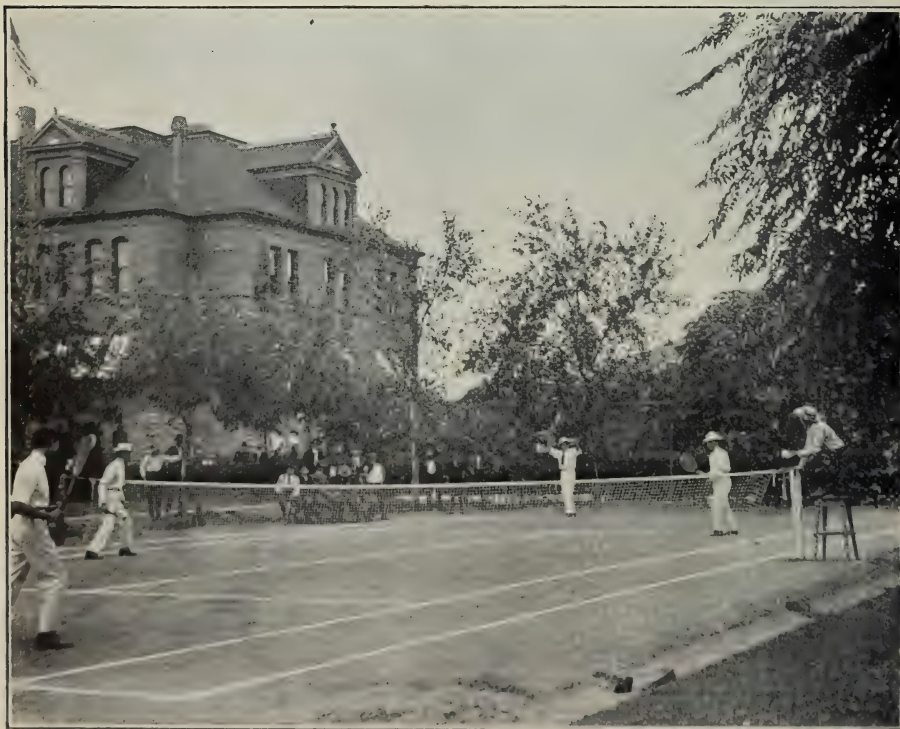


BASKET BALL ASSOCIATION





TENNIS—LADIES' DOUBLES

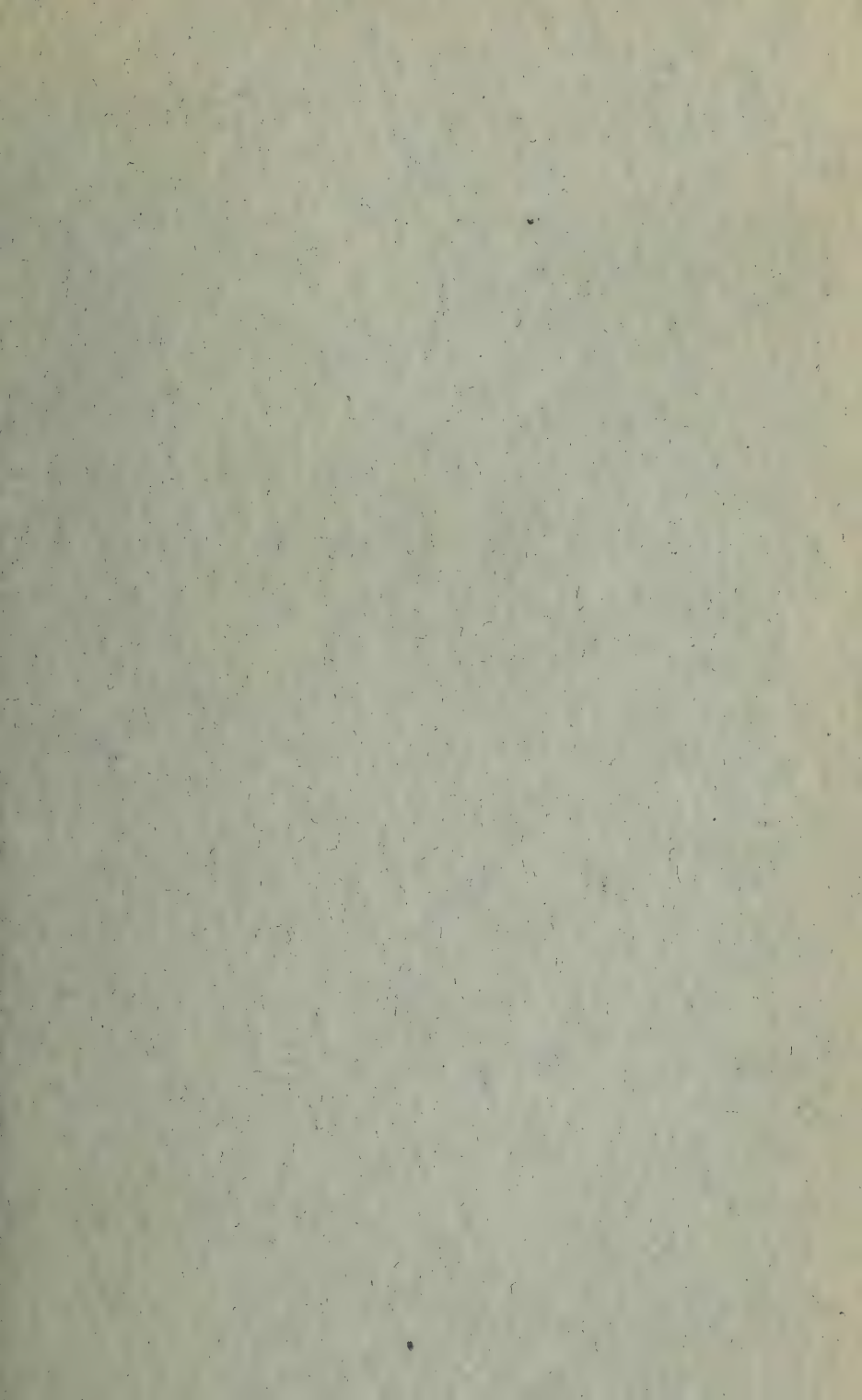


TENNIS—GENTLEMENS' DOUBLES











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# The Tempe Normal School of Arizona

AT TEMPE, ARIZONA



## ANNUAL CATALOGUE

NINETEEN TWELVE—NINETEEN THIRTEEN









Twenty-Seventh Annual  
Catalogue of

# The Tempe Normal School of Arizona

At Tempe, Arizona

For the School Year  
**1912-1913**

Phoenix, Arizona  
THE McNEIL COMPANY  
1912





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# Calendar 1912-1913

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1912

|                                              |                |
|----------------------------------------------|----------------|
| First Semester begins .....                  | September 9    |
| Entrance Examination and Classification..... | September 9-10 |
| First Quarter Ends .....                     | November 15    |
| Second Quarter begins .....                  | November 18    |
| Thanksgiving Vacation .....                  | November 27-28 |
| Holiday Vacation begins .....                | December 21    |
| School opens .....                           | December 30    |

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1913

|                                              |               |
|----------------------------------------------|---------------|
| First Semester ends .....                    | January 24    |
| Second Semester begins .....                 | January 27    |
| Entrance Examination and Classification..... | January 27-28 |
| Third Quarter ends .....                     | March 28      |
| Fourth Quarter begins .....                  | March 31      |
| Examination and Commencement Exercises.....  | June 2-6      |

## NORMAL BOARD OF EDUCATION

|                                                |         |
|------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction..... | Phoenix |
| C. F. Leonard, Secretary .....                 | Phoenix |
| Dr. B. B. Moeur .....                          | Tempe   |

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## OFFICIAL BOARD OF VISITORS

|                           |          |
|---------------------------|----------|
| Thos. Armstrong, Jr. .... | Phoenix  |
| S. Y. Barkley .....       | Tucson   |
| Homer Wood .....          | Prescott |

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## OFFICERS OF ALUMNI ASSOCIATION

|                                           |       |
|-------------------------------------------|-------|
| Reinhold Jungermann, '06, President ..... | Mesa  |
| Halbert Miller, '08, Vice-President ..... | Tempe |
| Mrs. A. M. Harmer, '99, Treasurer .....   | Tempe |
| Frances McNulty, '11, Secretary .....     | Tempe |

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## STATE BOARD OF EDUCATION

|                                                     |           |
|-----------------------------------------------------|-----------|
| Hon. George W. P. Hunt, Governor of Arizona .....   | Phoenix   |
| Hon. C. O. Case, Supt. Public Instruction .....     | Phoenix   |
| Dr. Arthur H. Wilde, President University .....     | Tucson    |
| A. J. Matthews, Principal Tempe Normal .....        | Tempe     |
| Dr. R. H. H. Blome, Principal Northern Normal ..... | Flagstaff |
| A. K. Stabler, Principal High School .....          | Phoenix   |
| F. A. McSwiggin, County Supt. Schools .....         | Prescott  |
| O. Staley, City Supt. Schools .....                 | Globe     |

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## STATE BOARD OF EXAMINERS

|                                                 |         |
|-------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction ..... | Phoenix |
| John D. Loper .....                             | Phoenix |
| H. Q. Robertson .....                           | Mesa    |

## Faculty 1912-1913

---

|                                 |                                      |
|---------------------------------|--------------------------------------|
| A. J. MATTHEWS, Principal ..... | School Law and School Economy        |
| F. M. IRISH .....               | Physical Science and Military Drill  |
| W. J. ANDERSON, B. S. ....      | Drawing and Commercial Subjects      |
| J. L. JOHNSTON .....            | Vocal Music                          |
| GEO. M. FRIZZELL, B. Pd. ....   | Mathematics                          |
| JAMES F. HALL, A. M. ....       | Latin                                |
| FRED C. AYER .....              | Psychology and Biology               |
| LAURA DOBES .....               | Secretary to the Principal and Board |
| A. B. CLARK .....               | Manual Training and Carpentry        |
| F. G. WAIDE, A. M. ....         | History and Civics                   |
| EDITH SALMANS .....             | Spanish and German                   |
| LILLIAS D. FRANCIS .....        | Domestic Science and Art             |
| JAMES L. FELTON, A. B. ....     | English                              |
| C. HELENE BURGESS, B. O. ....   | Elocution and Physical Culture       |
| EDITH TURNER, A. B. ....        | Assistant in English and Critic Work |
| RUTH M. WRIGHT .....            | Librarian                            |

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|                          |                                  |
|--------------------------|----------------------------------|
| IRA D. PAYNE, A. M. .... | Director of Training School      |
| MARY E. McNULTY .....    | Critic Teacher in Primary Grades |
| LEONA HAULOT .....       | Critic Teacher in Grammar Grades |
| LOUISE B. LYND .....     | Critic Teacher in Grammar Grades |
| IDA O'CONNOR .....       | Critic Teacher in Primary Grades |

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|                        |                              |
|------------------------|------------------------------|
| FRANCES E. SHORT ..... | Preceptress Girls' Dormitory |
| GEORGE W. WILSON ..... | Superintendent of Buildings  |
| HARRY WALKER .....     | Superintendent of Grounds    |

# The Tempe Normal School of Arizona

## General Information

### LOCATION.

**T**HE Tempe Normal School of Arizona was established by an Act of the Legislative Assembly of Arizona, approved March 10, 1885. It is pleasantly located at Tempe, a town of 1,600 inhabitants, distant but nine miles from Phoenix, the capital of Arizona. The situation is an ideal one from every point of view. Lying at or near the center of population of the state, Tempe is easily reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailing supply of fresh fruits and vegetables, and the best of dairy products. The climate during the entire school year is not only delightful but wholesome and conducive to study.

The moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from the middle and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences.

As the sale of liquor is prohibited in Tempe and the surrounding districts the undesirable influence of the saloon is entirely absent.

The absence of the distractions of a large city is a distinct advantage to the student who wishes to make the most of his time and opportunities.

### THE CAMPUS.

On arriving at the Normal, one finds the group of buildings well distributed over a beautiful campus of twenty acres, within convenient walking distance of the main business portion of the town. The grounds are well



laid out with well kept lawns, gravelled drives, and an abundance of shade trees, shrubs and flowering plants in great variety. Abundance of water and the care of a skillful gardener make the campus highly attractive throughout the year. Within the limits of the grounds the student finds abundant provision for recreation in the excellent tennis courts, basketball cages, and the ample athletic field with its baseball diamond and running tracks.

### ROOM AND BOARD.

Students who are non-residents of Tempe are required to board and room in the dormitories. Exception is made in the case of those students who defray expenses of their school course by employment in private homes, or who reside, for the time being, in the homes of near relatives or of members of the faculty. Students who reside in the vicinity of Tempe and find it convenient to return to their homes every Friday evening, may be allowed to board and room outside the dormitories under such conditions as may be approved by the faculty. Parents and guardians will readily understand the wisdom of the above regulations and the necessity, in an institution of this kind, of a definite knowledge, on the part of the faculty, of the conditions surrounding each of the students outside as well as inside the classroom.

### EXPENSES OF STUDENTS.

**Dormitories**—Board, room, light, heat, etc., are furnished for \$16.50 per school month of four weeks, payable monthly in advance. (No allowance for vacations during term or absence over week ends.)

**Registration Fee**—All students of the Normal School are subject to an annual fee of \$5.00 payable when they register for the year. This fee is not required of pupils in the Training School.

**Tuition**—Tuition is free to all students who enter the Normal with the intention of completing the work leading to graduation in either the professional or the academic course. A fee of \$5 per quarter, payable in advance, is due from all students who desire to engage in work of a special or irregular nature without intention of completing either a professional or an academic course. No back tuition is collected from students who, having begun work in good faith with the intention of completing a course, are, for some unforeseen reason, prevented from carrying out their intention.

**Text-Books**—The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination paper, pens, ink, pencils, and the like are furnished the students without expense.

**Military Uniform and Gymnasium Costume**—The cost of these articles varies with the taste and preference of the student. The style is often fixed by vote of the class or the military company. The military uniform will take the place of civilian clothes a large part of the time.

It will be noted from the foregoing that the State of Arizona provides the advantages of a first-class education at an expense to the student not greatly in advance of that incurred by the average young man or woman at home. This together with the fact that there is in Arizona a constantly increasing demand for well trained teachers, is worthy of thoughtful consideration by those who, having completed the work of the public school or the high school, are contemplating the continuation of their education along academic or professional lines.

**Appointment of Students**—Every member of the House and Senate of the Legislative Assembly of Arizona is authorized by law to nominate a student biennially to the Normal School. For sixty days after the qualification of the member, preference is to be shown students from the county which the member represents. After this time in case no student has accepted the nomination, a student from any other county may be named. No tuition is charged students nominated under this provision, but no student is exempt from the payment of the annual registration fee of \$5.00. It is greatly to be desired that the members of the Legislature, the County Superintendents, and all others who are interested in supplying the schools with well educated and properly trained teachers should recommend to this school students who desire to become teachers and who give promise of attaining success in this profession.

## GOVERNMENT OF STUDENTS

The faculty are of the opinion that, in a school of this rank, students should be expected to co-operate in maintaining a high standard of discipline and conduct such as is necessary to the attainment of the best results from the efforts of the student body. Those who cannot conform to such requirements will be permitted to withdraw or be dismissed from the school.

## CORRESPONDENCE

All correspondence in regard to the management of the school, expense of living, conditions of admissions, etc., and all applications for catalogues and announcements, should be addressed to the Principal of the Normal School, Tempe, Arizona. Those who contemplate attending the Normal School should communicate with the Principal, advising him as to the exact time of their prospective arrival, in order that they may be met at the train. In case incoming students find no one at the station to meet them, they should proceed directly to the Normal, where they will be taken care of at the office of the Principal.

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## Buildings and Departments

### DEPARTMENTS

The school is organized into two departments, the Normal School and the Training School. The Normal School offers three courses: a five year course to those who have completed the eighth grade of the public school, a two-year course to those who have finished a four-year high school course, and a four-year academic course to those who do not expect to become teachers, and who, therefore, do not desire to pursue a professional course.

The Training School is primarily intended to give the Senior class of the Normal School actual experience in teaching under the supervision and advice of trained critic teachers. The course includes the eight grades of the public school course for Arizona, and articulates directly with the first year of the Normal course; thus a pupil entering the first grade of the Training School may continue his education without interruption, to the completion of his Normal or academic work and the reception of his diploma.

Students not fully prepared to enter the work of the Normal School may find it to their advantage to complete their preparatory work in the Training School.

### THE MAIN BUILDING

The relative position of the buildings is shown upon the plan of the campus following page 76. It will be noted that they are conveniently placed with reference to the main building as a center.

The Main Building is the oldest on the campus, having been erected in 1894. It is a commodious three-story structure of brick and stone of a pleasing style of architecture. It has ample corridors, high ceilings, and abundant light and ventilation. Here are located the main assembly room, the class rooms of the academic subjects, the departments of manual training and household arts, the library and the armory.

### SCIENCE HALL

The department of science is housed in a handsome two-story brick building, 92 x 70 feet. This building is located conveniently near the Main building and is of a style of architecture in harmony with the other buildings on the campus. The first floor contains the lecture room for physics and chemistry, fitted with demonstration table, electric generator, switchboard for control of demonstration currents, draft chambers, water and gas. The windows are so arranged as to be easily screened when the room is to be darkened for use of the projection lantern, and the class seats are so elevated that each student has an unobstructed view of the lecture table.

Adjoining the lecture room is a stock room for chemicals and apparatus. The laboratories for physics and chemistry are placed on opposite sides of the lecture room and are so connected with it as to give easy access to both. These laboratories are equipped with cement floors, ample blackboard space and modern tables. The tables are supplied with gas, water and electricity. There is in addition a special room for such apparatus as needs protection from dust and the laboratory fumes. A shop is provided for the construction and repair of apparatus. The chemical laboratory has sufficient draft chambers to accommodate an entire class division. It has also large sinks, side tables, apparatus for supplying distilled water and photographic dark room.

The laboratory for physiography and geography communicates with the chemical laboratory. It has also its own separate entrance from the outside. This room is equipped with suitable tables, barometer, maps, charts, globes, mineral collections, sand bins and modelling table, relief models, and wall cases for storage of material. A standard thermometer shelter is located close by on the campus and contains a thermograph and a full set of standard thermometers.

On the south half of the second floor are located the laboratories for biology and physiology. These are equipped with lecture tables, supplied with gas and water,



students' tables, aquaria, and all necessary furniture. A stock room and instructor's laboratory connects these two main laboratories. Besides these there is a dark room for photographic work and experiments in germination. Both laboratories are supplied with microscopes, glassware, balances, dissecting instruments, chemicals, and all materials necessary for study. The north half of this floor contains the museum and the art department. The latter occupies three rooms especially planned with a view to suitable lighting and proper exposure.

The offices of the Board of Education and of the President of the School are located on the first floor on either side of the main entrance.

### AUDITORIUM AND GYMNASIUM

The demand for an auditorium of adequate capacity is met by a substantial brick building 72x100 feet, located on the west side of the quadrangle opposite to the science hall. The first floor contains a large gymnasium with hardwood floor and suitable apparatus for the work in physical training. Adjoining this are separate locker rooms and dressing rooms with baths for men and women.

The second floor is occupied by the auditorium, which with its gallery will seat 1,000 persons. The acoustic properties of the room are excellent, and it is so proportioned that every seat gives an uninterrupted view of the stage. The arrangements for heating, lighting, and ventilation are complete, and the ample stage is provided with an unusually complete equipment of up-to-date scenery and convenient dressing rooms. The literary and other societies of the school find here every facility for the presentation of dramatic and other entertainments, and the possession of a well equipped stage and suitable auditorium enables the management of the school to bring to the students each year a course of entertainments, lectures, and musical programs by public speakers and artists of national reputation.

### TRAINING SCHOOL

The Training School building is a model of its kind. It is located near the Main building and covers a space of 130x136 feet. There are two offices, eleven class rooms and one large double assembly room. All the rooms are located on one floor. Great care has been bestowed upon the arrangement of the class rooms about the assembly room with a view to bringing them into as close communi-

cation as possible and equal care has been given to the distribution of windows that all rooms may be properly lighted and ventilated.

## DORMITORIES

There are two dormitories situated on the campus, one for young women and one for young men. The girls' dormitory is situated near the southwest corner of the campus, facing the street on the west, and conveniently near the school buildings. It is constructed of brick, two stories in height, and furnishes rooms for 135 young women. Each room is intended for the accommodation of two students, and is provided with two wardrobe closets, and with city hydrant water, electric light and steam heat. The furnishings of each room include carpet, study table, chairs, dresser, two single beds with all necessary bedding, blankets and linen, so that the student is not expected to furnish anything in this line. There are ample, well-lighted hallways, two large parlors and a comfortable sitting room. On both floors are located toilet rooms and baths, with hot and cold water. A piano is at the disposal of the dormitory students. The dormitory is under the supervision of an experienced preceptress and is in all respects a model home. The water supply for the dormitories is from the Tempe city water works. The water is pumped from a deep well, which insures its being free from any contamination. Chemical analysis shows it to be free from deleterious mineral or other impurities.

The boys' dormitory is a two-story brick building situated on the campus east of the Training School. The furnishings are similar to those of the girls' dormitory, and each room is provided with hydrant water, electric light and steam heat. This dormitory is under the direct supervision of a member of the faculty who resides in the building.

## DINING HALL

The dining hall for dormitory students is located midway between the dormitories; it is a modern brick building, 60x85 feet. The dining room is light and airy and of a size sufficient to accommodate 200 boarders. The table furnishings are neat and attractive, and the kitchen is as fully equipped as that of a first-class hotel, and is in charge of an experienced cook. The table board is excellent in quality and well served.

## PRINCIPAL'S RESIDENCE

This is a neat, two-story brick dwelling of eight rooms, located east of the Main building, well arranged and fitted with modern improvements. Its architectural style is in harmony with that of the other buildings, and it adds in no small degree to the artistic appearance of the campus group.

## HEATING SYSTEM

A central heating plant furnishes steam heat to all the buildings situated on the campus, including the dormitories.

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# Admission and Graduation

**Admission to Normal**—Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school will be accepted in lieu of such parts of this examination as the faculty may decide.

**Admission to Advanced Standing**—Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

**Admission for High School Graduates**—Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-years' course. Graduates from such a course will receive a diploma which will not only entitle them to teach for life in the public schools of Arizona and California and other states, but will entitle them to at least one year's credit on a university course.

**Time of Admission**—Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

**Graduation**—1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course, or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four years' high school course and, in addition thereto, must have completed some of the required professional units in a college or normal school and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of Arizona during life without examination. They are also accredited in the State of California and in several other states.

**Examinations and Reports**—Students must attend such examinations as may be required during the year, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several subjects. Examinations are held at irregular intervals, generally without notice, and occupy only the length of the usual recitation period.

A student who satisfactorily completes a subject is assigned a grade of 75 or above. A student who is conditioned in a subject receives, for that work, a grade of 70, while a grade below 70 indicates failure and requires a repetition of the work in question.

A quarterly report is made to every student showing his standing in each subject studied, and a copy of this report is forwarded to the parent or guardian.



## Course of Study

**Regulations of State Board**—In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the State Board of Education, the following regulations were approved by said Board of Education.

I. The length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

II. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this state.

(a) A minimum course of five years for graduates from the eighth grade of the public schools.

(b) A minimum course of two years for graduates from a four years' high school course.

III. Students who are graduates from a four years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have had one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases students will be required to take at least one years' work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks exclusive of Christmas holidays of one week and of commencement week. A recitation period is 45 minutes. A minimum of fifteen academic units and nine professional units is required for the Normal diploma, as follows:

## SUBJECTS AND UNITS

### Academic Units for the Five Years' Course—

|                                                                          |                |
|--------------------------------------------------------------------------|----------------|
| English .....                                                            | 3              |
| Science .....                                                            | 2              |
| Science, or Modern or Ancient Languages.....                             | 2              |
| Mathematics (Arith. $\frac{1}{2}$ , Alg. $1\frac{1}{2}$ , Geom. 1) ..... | 3              |
| History and Civics .....                                                 | $2\frac{1}{2}$ |
| Electives .....                                                          | $2\frac{1}{2}$ |

Total ..... 15

### Professional Units for the Five Years' Course—

|                                      |               |
|--------------------------------------|---------------|
| Psychology and Pedagogy .....        | 1             |
| History of Education, Ethics .....   | 1             |
| Practice Teaching .....              | 1             |
| School Law and School Economy .....  | $\frac{1}{2}$ |
| Methods of Teaching .....            | 1             |
| Music .....                          | 1             |
| Arithmetic and Geography .....       | 1             |
| Drawing .....                        | 1             |
| Bookkeeping and Commercial Law ..... | $\frac{1}{2}$ |
| Reading and Word Analysis .....      | 1             |

Total ..... 9

### Professional Units for the Two Years' Course—

|                                         |                |
|-----------------------------------------|----------------|
| Psychology and Pedagogy .....           | 1              |
| History and Education, Ethics .....     | 1              |
| Methods of Teaching .....               | 1              |
| Practice Teaching .....                 | 1              |
| School Law and School Economy .....     | $\frac{1}{2}$  |
| Arithmetic and Geography .....          | 1              |
| Reading and Word Analysis .....         | 1              |
| Electives from the following list ..... | $2\frac{1}{2}$ |

Total ..... 9

List of the Electives for the two years' course includes: drawing, 1; music, 1; bookkeeping and commercial law,  $\frac{1}{2}$ ; Spanish, 2; English, 1 or  $\frac{1}{2}$

According to the plan adopted for the readjustment of the relation between state normal schools and the universities, graduates from a four years' high school course who complete a two years' course in a state normal school may secure at least one year's credit on a university course. Graduates from the five year normal course are admitted to colleges and universities with such advanced credit as the individual preparation may merit.

## OUTLINE OF THE FIVE YEARS' COURSE FOR GRADUATES OF THE GRAMMAR SCHOOLS

### FIRST YEAR

| <i>First Semester rec. per wk.</i> |   | <i>Second Semester rec. per wk.</i> |   |
|------------------------------------|---|-------------------------------------|---|
| Grammar and Composition.....       | 5 | Grammar and Composition.....        | 5 |
| Reading .....                      | 5 | Spelling and Word Analysis.....     | 5 |
| Arithmetic .....                   | 5 | Algebra .....                       | 5 |
| Manual Training or                 |   | Manual Training or                  |   |
| Household Arts .....               | 3 | Household Arts .....                | 3 |
| Drawing .....                      | 2 | Drawing .....                       | 2 |
| Music .....                        | 2 | Music .....                         | 2 |

### SECOND YEAR

|                                |   |                                |   |
|--------------------------------|---|--------------------------------|---|
| Rhetoric and Composition ..... | 5 | Rhetoric and Composition ..... | 5 |
| Algebra .....                  | 5 | Algebra .....                  | 5 |
| Biology with laboratory .....  | 5 | Biology with laboratory .....  | 5 |
| Ancient History or Latin ..... | 5 | History or Latin .....         | 5 |
| Drawing .....                  | 2 | Drawing .....                  | 2 |
| Music .....                    | 2 | Music .....                    | 2 |
| Manual Training or             |   | Manual Training or             |   |
| Household Arts .....           | 2 | Household Arts .....           | 2 |

### THIRD YEAR

|                                  |        |                                  |        |
|----------------------------------|--------|----------------------------------|--------|
| Eng. Literature and Themes ..... | 5      | Eng. Literature and Themes ..... | 5      |
| Geometry .....                   | 5      | Geometry .....                   | 5      |
| Physiography .....               | 5      | Physiology .....                 | 5      |
| Mediaeval History .....          | 5      | U. S. History .....              | 5      |
| Drawing, 2.....                  | } or { | Drawing, 2 .....                 | } or { |
| Music, 2 .....                   |        | Music, 2 .....                   |        |
|                                  |        | Spanish or                       |        |
|                                  |        | Latin.....                       | 4      |

### JUNIOR YEAR

|                               |   |                       |   |
|-------------------------------|---|-----------------------|---|
| Eng. Lit. and Gram. Analysis  |   | Physics or Chemistry  |   |
| or Spanish or Latin .....     | 5 | with laboratory ..... | 5 |
| Physics with laboratory ..... | 5 | Geography .....       | 5 |
| Arithmetic .....              | 5 | Pedagogy .....        | 5 |
| Psychology .....              | 5 | Music .....           | 2 |
| Science of Government .....   | 5 | Drawing .....         | 1 |
| Amer. Lit. and Gram. Analysis |   | Observation .....     | 1 |
| or Spanish or Latin .....     | 5 |                       |   |

### SENIOR YEAR

|                                   |   |                                   |   |
|-----------------------------------|---|-----------------------------------|---|
| Methods .....                     | 5 | Practice Teaching .....           | 5 |
| Practice Teaching .....           | 5 | Methods .....                     | 5 |
| History of Education .....        | 5 | Ethics .....                      | 5 |
| Bookkeeping and Com. Law .....    | 5 | School Law and School             |   |
| Spanish or Latin (elective) ..... | 5 | Economy .....                     | 5 |
|                                   |   | Spanish or Latin (elective) ..... | 5 |

## OUTLINE OF THE TWO YEARS' COURSE FOR GRADUATES OF HIGH SCHOOLS

### JUNIOR YEAR

| <i>First Semester rec. per wk.</i> | <i>Second Semester rec. per wk.</i> |
|------------------------------------|-------------------------------------|
| Psychology .....5                  | Pedagogy .....5                     |
| Arithmetic .....5                  | Geography .....5                    |
| Spelling and Word Analysis .....5  | Reading .....5                      |
| Electives .....                    | Observation .....1                  |
|                                    | Electives .....                     |

### SENIOR YEAR

|                             |                                  |
|-----------------------------|----------------------------------|
| Practice Teaching .....5    | Practice Teaching .....5         |
| Methods .....5              | Methods .....5                   |
| History of Education .....5 | Ethics .....5                    |
| Electives .....             | School Law and School Econ.....5 |
|                             | Electives .....                  |

The following units are offered as electives from which the students may elect a sufficient number to complete a total of nine units for the two years' course: drawing, 1; music, 1; bookkeeping and commercial law,  $\frac{1}{2}$ ; Spanish, 2; English,  $\frac{1}{2}$  or 1; history, 1.

In selecting electives, students who have not completed drawing, music, and bookkeeping and commercial law in their high school course must include these subjects first among their electives.

### ACADEMIC COURSE

Students who do not desire to become teachers may pursue the regular five year course, omitting all the professional work and specializing in Latin and Spanish, English, science or mathematics. Such a course will require four years' work. Students completing such four year course will be granted a certificate which can be used as a credential to admit them to a college or university, but they will not receive a diploma entitling them to teach in the public schools. Students pursuing such regular courses will be exempt from payment of tuition.

### SCHEDULE OF RECITATIONS

The schedule of recitations is published on the next page for the benefit of those who wish to plan their program in advance. This is the program adopted for this year, and it is intended to maintain the same arrangement of the work for the succeeding years as nearly as practicable.



# TEMPE NORMAL SCHOOL OF ARIZONA SCHEDULE OF RECITATIONS

| Time               | Mr. Matthews | Mr. Irish | Mr. Anderson | Mr. Johnston     | Mr. Frizzell | Mr. Hall | Mr. Ayer |
|--------------------|--------------|-----------|--------------|------------------|--------------|----------|----------|
| 8:15<br>to<br>8:55 |              |           |              | Music<br>2 M. W. |              |          |          |

## 9:00 to 9:15—MORNING EXERCISES

|                      |                  |                            |                                               |                                |                    |                 |                                     |
|----------------------|------------------|----------------------------|-----------------------------------------------|--------------------------------|--------------------|-----------------|-------------------------------------|
| 9:15<br>to<br>10:00  | Arith.<br>Junior |                            | Drawing<br>2b T. Th.<br>Clay Fri.             |                                | Geometry<br>3      | Latin<br>Senior | Biology<br>2a                       |
| 10:05<br>to<br>10:50 |                  | Physiog.<br>3              | Book K'g<br>Senior                            | Music<br>Junior<br>M. W.       | Algebra<br>2       |                 |                                     |
| 10:55<br>to<br>11:40 |                  | Geography<br>Tr. Sch.      | Drawing<br>2a M. W.<br>1c T. Th.              | Music<br>1b T. Th.             |                    | Latin<br>Junior | Biology<br>2b                       |
| 11:45<br>to<br>12:30 |                  | Milit. Drill<br>M. W. Fri. | Clay Fri.                                     | Music<br>Junior<br>T. Th.      |                    |                 |                                     |
| 1:30<br>to<br>2:15   |                  | Laboratory                 | Drawing<br>3 M. W. 1b T. Th.<br>Clay Fri.     | Music<br>1a M. W.<br>3 T. Th.  | Arith.<br>Tr. Sch. | Latin<br>2      | Psychol.<br>Junior                  |
| 2:20<br>to<br>3:05   |                  | Physics<br>Junior          | Drawing<br>Jr. Spl. T. Th.<br>Spl. a M. W.    | Music<br>Tr. Sch.<br>T. W. Th. | Arith.<br>1        | Latin<br>3      | Laboratory<br>2a T. Th.<br>2b W. F. |
| 3:10<br>to<br>3:55   |                  |                            | Drawing<br>1a M. W. Spl. T.<br>Th. Mech. Fri. |                                |                    |                 |                                     |

## SCHEDULE OF RECITATIONS

|                    |                    |  |                   |                  |  |  |  |
|--------------------|--------------------|--|-------------------|------------------|--|--|--|
| 8:15<br>to<br>8:55 | Sch. Law<br>Senior |  | Drawing<br>Jun. M | Music<br>2 M. W. |  |  |  |
|--------------------|--------------------|--|-------------------|------------------|--|--|--|

## 9:00 to 9:15—MORNING EXERCISES

|                      |  |                               |                                             |                                |                     |                 |                                       |
|----------------------|--|-------------------------------|---------------------------------------------|--------------------------------|---------------------|-----------------|---------------------------------------|
| 9:15<br>to<br>10:00  |  | Geography<br>Junior           | Drawing<br>2b T. Th.<br>Clay Fri.           |                                | Geometry<br>3       | Latin<br>Senior | Biology<br>2a                         |
| 10:05<br>to<br>10:50 |  | Laboratory                    | Book K'g                                    | Music<br>Junior<br>M. W.       | Algebra<br>2        |                 | Physiology<br>3                       |
| 10:55<br>to<br>11:40 |  | Geography<br>Tr. Sch.         | Drawing<br>2a M. W.<br>1a T. Th.            | Music<br>1a T. Th.             |                     | Latin<br>Junior | Biology<br>2b                         |
| 11:45<br>to<br>12:30 |  | Military<br>Drill<br>M. W. F. | Drawing<br>Jun. M.<br>Clay Fri.             | Music<br>Junior<br>Spl. T. Th. |                     |                 |                                       |
| 1:30<br>to<br>2:15   |  | Laboratory                    | Drawing 3 M. W.<br>1b T. Th.<br>Clay Friday | Music<br>1b M. W.<br>3 T. Th.  | Arith.<br>Trg. Sch. | Latin<br>2      |                                       |
| 2:20<br>to<br>3:05   |  | Chemistry<br>Junior           | Drawing<br>Jr. Spl. T. Th.<br>Spl. a M. W.  | Music<br>Trg. Sch.             | Algebra<br>1        | Latin<br>3      | Biol. Lab.<br>2a T. Th.<br>2b W. Fri. |
| 3:10<br>to<br>3:55   |  |                               | Drawing<br>1a M. W.<br>Mech. Fri.           |                                |                     |                 |                                       |

Abbreviations.—S., Senior; Jr., Junior; 3, 3rd Year; 2, 2nd Year; 1, 1st Year.  
Divisions of classes indicated by letters a and b.

## FIRST SEMESTER, 1912-13

| Mr. Clark | Mr. Waide         | Mr. Felton               | Miss Burgess | Miss Francis | Mr. Payne         | Miss Salmans | Miss Turner        |
|-----------|-------------------|--------------------------|--------------|--------------|-------------------|--------------|--------------------|
|           | Sci. Gov.<br>Jun. | Eng. Lit.<br>Themes<br>3 | Reading<br>1 |              | Methods<br>Senior |              | Spelling<br>Junior |

## MORNING EXERCISES

|                                     |                 |                                    |                                       |                  |                            |  |                     |  |
|-------------------------------------|-----------------|------------------------------------|---------------------------------------|------------------|----------------------------|--|---------------------|--|
| Man. Tr'g.<br>1. T. Th.<br>2. M. W. |                 |                                    |                                       | Sewing<br>1b. M. | Dom. Sci.<br>1a I., 1b Th. |  |                     |  |
| Tr. Sch.<br>M. W.                   |                 | Grammar<br>1                       |                                       | Tr'g<br>School   |                            |  | Spanish<br>J. adv.  |  |
| Tr. Sch.<br>M. W.                   | Med. Hist.<br>3 | Amer. Lit.<br>Gram Anal.<br>Junior |                                       | Tr'g.<br>School  | Dom. Sci.<br>2a I., 2b F.  |  | Spanish<br>J. elem. |  |
| Tr. Sch..<br>M. W.<br>Spl. T. Th.   |                 |                                    | Phys. Tr'g.<br>2 M. W.<br>Spl. T. Th. | Tr'g.<br>School  |                            |  |                     |  |

|                        |                 |  |                                      |                        |                 |                  |              |               |
|------------------------|-----------------|--|--------------------------------------|------------------------|-----------------|------------------|--------------|---------------|
| Man. Tr'g.<br>3. M. W. | Anc. Hist.<br>2 |  |                                      | Domestic Sci.<br>1a W. |                 |                  |              |               |
| Man. Tr'g.<br>Special  |                 |  |                                      | Spl.<br>M.             | Tr'g.<br>School |                  | Spanish<br>3 |               |
| Man. Tr'g.<br>1. M. W. |                 |  | Phys. Tr'g.<br>3. M. W.<br>1. T. Th. | Tr'g.<br>School        |                 | Ethics<br>Senior | German<br>3  | Rhetoric<br>2 |

## SECOND SEMESTER, 1912-13

|  |  |                |                   |  |                   |  |               |
|--|--|----------------|-------------------|--|-------------------|--|---------------|
|  |  | Eng. Lit.<br>3 | Reading<br>Junior |  | Methods<br>Senior |  | Spelling<br>1 |
|--|--|----------------|-------------------|--|-------------------|--|---------------|

## MORNING EXERCISES

|                                    |                  |                      |                        |                 |                            |  |                               |  |
|------------------------------------|------------------|----------------------|------------------------|-----------------|----------------------------|--|-------------------------------|--|
| Man. Tr'g<br>1. T. Th.<br>2. M. W. |                  |                      |                        | Sewing<br>1b M. | Dom. Sci.<br>1a I., 1b Th. |  |                               |  |
|                                    |                  | Grammar<br>1         |                        | Tr'g<br>School  |                            |  | Spanish<br>Junior<br>Advanced |  |
| Tr'g<br>School                     | U. S. Hist.<br>3 | Amer. Lit.<br>Junior |                        | Tr'g<br>School  | Dom. Sci.<br>2a. T. 2b. F. |  | Spanish<br>Junior<br>Elem.    |  |
| Tr'g<br>School<br>Spl. T. Th.      |                  |                      | Phys. Tr'g.<br>2 M. W. | Tr'g<br>School  |                            |  |                               |  |

|                           |                         |  |                                   |                    |                |                    |              |               |
|---------------------------|-------------------------|--|-----------------------------------|--------------------|----------------|--------------------|--------------|---------------|
| Manual<br>Tr'g<br>3 M. W. | Ancient<br>History<br>2 |  |                                   | Dom. Sci.<br>1a W. |                |                    |              |               |
| Manual<br>Tr'g<br>Special |                         |  |                                   | Spl. M.            | Tr'g<br>School | Pedagogy<br>Junior | Spanish<br>3 |               |
| Manual<br>Tr'g<br>1 M. W. |                         |  | Phys. Tr'g<br>3 M. W.<br>1 T. Th. | Tr'g<br>School     |                |                    | German<br>3  | Rhetoric<br>2 |

Abbreviations.—M, Monday; T, Tuesday; W, Wednesday; Th., Thursday; F. or Fri., Friday; Spl., Special, Tr'g, Training, Sew'g, Sewing; Adv., Advanced; Elem., Elementary.

## Analysis of the Course of Study

**Introduction**—The primary aim of a Normal school is the training of teachers, and this is made prominent throughout the course. In each department the teacher not only teaches his class, but he discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is made dominant in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the senior year by the student teachers consulting frequently with the members of the Normal faculty who have charge of the subject which they are teaching in the Training School. The members of the Normal School faculty are also expected to prepare outlines of work for special lessons, and lectures pertaining to the methods of teaching their special subjects and present the same to the senior class.

### ART DEPARTMENT

Mr. Anderson

The aim here is to develop in the student the power to know and the ability to express form in its true appearance and proportion; to familiarize him with something of the science and arrangements of color in producing relations of harmony; to train him to appreciate good composition and design; and to cultivate his taste for the beautiful.

Special emphasis is laid upon the subject of designing, that the student may procure a knowledge of the principles underlying the production, in the industrial field, of original and creditable designs. Practical applications are made of the students' work in the Household Arts and Manual Training Departments. Graduates are expected to correlate drawing with other subjects of study, so that it may serve a ready and effective aid in their public school work.

This department is liberally supplied with all the materials necessary for the class room, such as drawing tables, easels, drawing paper, still life models, plaster casts, color wheels, charts and books of reference. Aside from the drawing rooms, we have one for work in clay. The exercises in clay modeling include: practice from cast, the mak-

ing of tiles and pottery, illustrative topics, modeling from plant and animal life, use of potter's wheel, glazing of pottery, and care and use of kiln.

**First year**—The work of the first year embraces: brush practice, drawing of type-forms and objects based upon these, drills in foreshortening and perspective effects, elements of design with applications, problems in construction, practice with pencil, charcoal, colored crayons and water colors, blackboard work, wood-block designing and printing, clay modeling. Two times a week.

**Second year**—The second year's work is a review and continuation of that of the first year. The principal topics are: perspective, designing from plant and animal motives, adapting subject-matter to different shapes, illustration, elements of mechanical drawing, pose drawing for poster effects, memory drawing, stenciling, exercises in clay. Two times a week.

**Third year**—The third year's outline includes: light and shade studies, pen-and-ink drawing, colored chalk work, perspective, out-door sketching, wash drawing, pose drawing, charcoal from cast, illustration, landscapes and still life in charcoal and water colors, blackboard practice, stenciling, clay modeling. Two times a week.

**Junior year**—In the Junior year students view the subject of drawing and designing more from the standpoint of the teacher. Among the topics for discussion and presentation in method are: use of blackboard, brush and ink practice, work with charcoal, pencil, colored crayons and water colors, clay modeling, constructive work, lettering, imaginative drawing, designing composition with special reference to balance, rythm and harmony, mounting of drawings, school-room decoration. Second semester, once a week.

## BIOLOGY

Mr. Ayer

What has been said of the study of science in general may be applied in particular to the study of biology, and more and more is the consideration of living organisms becoming recognized as a fundamental factor of education. It will be the aim of the department to present in sequence the subjects of zoology, botany, and physiology, co-ordinated into a unified course of biology. While the presentation of the course will employ strictly scientific methods, it will be adapted to the needs of teachers of nature study and physiology in the public schools.



**Zoology**—This course introduces the study of biology. After a preliminary survey of the purpose and scope of the course, the study of a typical insect, usually the locust, is begun. Field study of its habits is followed by a careful and thorough laboratory study of its structure. This introduces the general principles of anatomy and familiarizes the students with zoological nomenclature. The study of structure is made a basis to the understanding of the fundamental functions of life. Following the locust, one type from each family of the Orthoptera, one from each order of Insecta, and one from each class of Arthropoda are studied. The careful research among these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the factors of organic evolution. The remainder of the semester is devoted to a similar study of the prominent types of the other branches of the animal kingdom. While the course in zoology is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study. Students are instructed in and held to proper scientific methods of recording their observations in notebooks. The powers of observation are strengthened and habits of careful, systematic thought developed.

A well selected set of reference works by standard authors are available to student use, and the fauna of the surrounding country furnishes a copious field for special work. G. W. Hunter and M. C. Valentine's *Laboratory Manual of Biology* is used in the laboratory, and Alvin Davison's *Practical Zoology* in the class room. First semester. Second year. Three recitations and four laboratory periods a week.

**Botany**—The study of botany is particularly useful to teachers in furnishing a basis for a large portion of the nature study work requisite in all grades of the public schools.

The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practical, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate, and other factors of environment upon its form, structure, and habits.

The work in zoology terminates and that of botany begins with the joint consideration of the protozoa, the

single-celled animals and the simple algae, the single-celled plants. Both of these groups are found in abundant variety on and near the campus. In this study the student learns the use and manipulation of the compound microscope. By means of these and class demonstrations with the projection lantern an accurate knowledge of cell life, and a clear understanding of the essential biological processes of nutrition, respiration, irritability, sensation, and reproduction are gained.

This is followed by an investigation of typical cryptogams, including a consideration of bacteria. This is succeeded by a laboratory study of the conditions affecting the germination and growth of the seed, the morphology, structure, and functions of the root, stem, leaf and flower. The course is concluded with the study of the chief families of flowering plants. The campus and the surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flowers and trees. Many types serve to illustrate pollination, fertilization and the factors of plant ecology. The course is based upon experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. Each student is required to keep a neat and systematic record of all observations and investigations, and to illustrate the same by careful drawings and sketches. Hunter and Valentine's *Laboratory Manual of Biology* is used as a laboratory guide, and J. M. Coulter's text-book on *Botany* in the class room. Second semester. Second year. Three recitations and four laboratory periods a week.

**Physiology**—The general idea of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class demonstrations. The health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene and sanitation, but particularly concerns intellectual and moral behavior. Therefore we bring into greater prominence the right conduct of physical life, hygiene and sanitation, and reduce anatomy to its lowest terms. Experimental work is done in the physiological laboratory throughout the course, and an especial effort is

made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites and other factors of health are given an ample place in the course. This course is planned to afford prospective teachers a practical knowledge of physiology, sufficient for the needs of public school teachers of physiology and hygiene. To this end frequent reference is made to the content and method of the better class of the common physiology text-books. J. E. Peabody's *Lab. Exercises in Physiology and Anatomy* is used in the laboratory and Hough and Sedgwick's *The Human Mechanism* forms the basis of the text-book work. Second semester. Third year. Recitations and laboratory periods the equivalent of five periods a week.

## COMMERCIAL BRANCHES

Mr. Anderson

**Bookkeeping**—The course in bookkeeping aims to give the student a thorough foundation in the science of accounts. The work in the subject carries with it the idea of exactness, rapidity of computation, and neatness of execution. The voucher plan is followed, thus giving the necessary drill that comes from using the forms of actual business practice. Self-reliance is encouraged that the student may early learn to act with some degree of confidence in saying what he believes to be correct and in deciding accordingly. At frequent intervals students are required to make out reports on their work. These must show the work to be correct before any further advance is allowed.

While the principal portion of the work is by the double entry system, still some notice is given the single entry method. Changing from single to double entry is explained. Text-book—Williams and Rogers, *Modern Illustrative Bookkeeping*, American Book Company.

**Commercial Law**—The aim in this subject is to acquaint the student with the laws governing the ordinary transactions of business life, and to interpret them according to the statutes of Arizona. In the several topics, good opportunity is offered for logical thought in the discussions and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of digerent cases, with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, real



property. Senior year. Second semester. Once a week. Text-book, D. C. Gano, Commercial Law, American Book Company.

## ENGLISH

Mr. Felton—Miss Turner

Instruction in English aims to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends courses are given in word analysis, grammar and analysis, rhetoric, composition, theme writing, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

**Grammar**—First year—The aim of the course in grammar is to insure a practical working knowledge of the elements of the English language, and to construct a foundation for the language courses which follow. The first semester is taken up with a review of fundamentals for the purpose of supplementing the work of the eighth grade. The second semester is devoted to a detailed study of type sentences illustrating the uses of phrases and clauses with special emphasis on infinitive, participial, and idiomatic construction. The student is trained to recognize the logical relations of sentence structure, and to discriminate carefully between good and bad usage, both in oral and written discourse. Text-books—Allen's School Grammar; Wooley, Handbook of Composition, D. C. Heath & Co.

**Rhetoric and Composition**—Second year—In this course theme writing is required from the first. In order that a suitable freedom of expression may be developed, most of the earlier themes are based upon personal experience and observation. High standards in clearness, correctness, and force are rigidly required. Some attention is devoted to the technical side of rhetoric. Exercises for the improvement of diction, unity, and coherence, together with the principles governing their application, are supplemented with the regular theme requirements. Narration, with special observance of plot and orderly sequence, is studied. description, exposition, and argumentative discourse follow the study of narrative. Every student is required to prepare and deliver at least one debate during each semester. He is allowed to deliver his argument extemporaneously, but must also prepare a brief and develop it in writing. Notebooks are written up carefully and systematically



corrected. All papers are discussed and corrected in class or by individual consultation with the instructor. The Shackford-Judson text (B. H. Sanborn and Co.) is used as a guide, and the following classics are read to furnish models for the study of imagery, plot, and character delineation: Tennyson's *Enoch Arden*, Arnold's *Sohrab and Rustum*, Coleridge's *Ancient Mariner*, and Macaulay's *Essay on Johnson*.

**English Literature and Themes**—Third year, first and second semesters—This course has three main purposes: First, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each, and by collateral readings from which reports are made; third, to exercise the student in collecting, arranging and presenting material in the form of well-written papers. Selections from Chaucer, Bacon, Shakespeare, Milton, Pope, Goldsmith, Burns, Carlyle, and Tennyson are read and discussed in class. Text-books—Painter's *English Literature*, Benj. H. Sanborn and Co., *Macbeth*, Longmans, Green and Co.

**American Literature**—Junior year—A genuine, appreciation and enjoyment of the best that has been written by American authors, together with the realization that this literature is a record and reflection of the life and thought of the nation is the aim of this course. Contrast and comparison are used whenever possible to indicate change or progress in national events or ideals; and the fact that certain works and writers are contemporaneous is emphasized, especially in the New England group. The character of the individual authors, their life and interest in the welfare of our country is noted as well as their literary qualities. The following texts were studied this year: Emerson, *Selected Essays*; Irving, *Selected Legends and Tales*; Hawthorne, *Mosses from an Old Manse*, and *the Scarlet Letter*; Poe, *Selected Poems and Tales*; Poems from Bryant, Longfellow, Whittier, Holmes and Lowell; selections from Jefferson and Lincoln. A review of grammatical analysis is pursued in connection with the study of American literature. An exhaustive study of the analysis of sentences which are taken largely from the classics read is made the basis of a thorough review in grammar. Free expression of individual opinion is encouraged and students are warned against fine, arbitrary classifications. The course aims for breadth of understanding of the subject and sympathy with young

students as essential in practical teaching. Notebook work consists of themes, book reviews, analysis, and tabulations. Text-books—Howe's American Literature, D. C. Heath and Co.; The Chief American Poets, Houghton, Mifflin and Co.

**Spelling and Word Analysis**—As words are of no use to us any further than they are understood, the study of spelling and word analysis is a preparation for work in every subject. The purpose of the course is twofold: to teach written spelling, and to enlarge the student's vocabulary. After a preliminary study of the phonetics, syllabification, and the general rules of spelling, the student is required to commit to memory the roots listed in the text, and these foreign roots are used as a basis for written and oral exercises in the analysis, definition and use of English words. The words selected for analysis are those used in familiar discourse, while scientific terms and uncommon words of foreign origin are considered as to their particular significance. By frequent spelling contests, the practical rules of spelling and their exceptions become permanently fixed in the memory.

The work in spelling and word analysis demands five hours a week during the last semester of the first year. The subject is also required of students who enter the Normal as graduates of a high school and is considered a part of the professional course. In the junior year the written work is discussed before the class in order to give practical illustration of the methods of teaching spelling and word analysis in the public schools. Text-books—Webster's Academic Dictionary, American Book Co.; Swinton, New Word Analysis, American Book Co.

## GERMAN

Miss Salmans

The course in German is provided to fill the needs of two classes of students: first, for those wishing to obtain college entrance credit for modern languages; and second, for such students as wish to make a practical use of the language. Two years of German are accepted as two units by the leading universities of the United States. The two years' course of German is elective in the third year of the Normal course. High school graduates may elect German in the junior and senior years. The course is arranged as follows:

**Elementary German**—In this elementary course much stress is laid upon correct pronunciation. The German language is made, as far as possible, the language of the class. The syntax and idioms are acquired by repeated exercises and dictation. Text-books—Becker-Rhoades, Elements of German, Scott, Foresman and Co.; Betz, Mama Kommt. Die Alte, Scott, Foresman and Co.; Hillern, Hoher als die Kirche, D. C. Heath and Co.; Stewart, Class-room German, D. C. Heath and Co.

**Advanced German**—Constant review of grammar, composition work, and frequent dictation. German is the language of the class, thus acquiring a proper interpretation and handling of German idioms. Themes are written in German. Text-books—Becker-Rhoades, Elements of German, Scott, Foresman and Co.; Wesselhoeft, German Composition D. C. Heath and Co.; Bacon, Im Vaterland, Allyn and Bacon; Storm, Immensee, D. C. Heath and Co.; One of Schiller's dramas. Each student is required to have a German dictionary.

During the first quarter of the second semester the German classes present a program in German before the student body.

## HISTORY AND CIVICS

Mr. Waide

In history as in all subjects it is necessary to adapt the work and the method to the learner's growing knowledge and logical capacity. Therefore it will be found convenient to divide the process of teaching into three stages: first, the picture and story stage; second, the informational stage; and third, the reflective stage. With the first we are not concerned, as it is essentially primary. The second stage furnishes us with the facts methodically presented, with emphasis on the biographical and social phases. The third stage presents the study of causal relations, the origin, development, and inner life of institutions. The correlation of history with literature is made by readings from the classics, both poetry and prose; with geography by the drawing of maps showing physical features, and by the study of climatic conditions and of the material resources of regions as environmental conditions and hence vital factors in the making of history.

In the courses here offered an attempt is made to train the student in the making of outlines and summaries of periods and movements, the material being gathered from

all available sources. The aim of getting a clear idea of the details of history is not made paramount. A careful selection of what is considered essential is made and thus time is obtained for the intensive study of particular epochs. In this way the student is introduced to newer methods and acquires more freedom in the use of materials. The library is well equipped for all the courses and especially for the study of the history and government of the United States. Many periodicals relative to this department are on file in the magazine room.

**Course 1.** Ancient and Mediaeval History. Second year. Text-books—W. C. Morey, *Outlines of Ancient History*; J. H. Robinson, *History of Western Europe*. Supplementary Reading—*Histories of Botsford and Pelham*; Adams, *Civilization During the Middle Ages*.

**Course 2.** English and European History. Third year. First semester. Text-books—E. P. Cheyney, *A Short History of England*; J. H. Robinson, *History of Western Europe*. Supplementary Reading—Green, *Short History of England*; Fyffe, *History of Modern Europe*; The Epochs Series, Longmans.

**Course 3.** American History. Third year. Second semester. Text-books—R. L. Ashley, *American History*. Supplementary Reading—The Epochs Series, Longmans; The American History Series, Scribners.

**Course 4.** Civil Government. Junior year. First semester. Text-book—W. B. Guiteau, *Government and Politics in the United States*. Supplementary Reading—Bryce, *The American Commonwealth*; Beard, *Reading in American Government and Politics*.

## HOME ECONOMICS

Miss Francis

Home Economics stands for:

"The ideal home life for today, unhampered by the traditions of the past.

"The utilization of all the resources of modern science to improve the home life.

"The freedom of the home from the dominance of things and their due subordination to ideals.

"The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.

Home Economics as a distinctive subject of instruction includes the economic, sanitary and aesthetic aspects



of food, clothing, and shelter, as connected with their selection, preparation, and use by the family in the home or by other groups of people."

**Food and Shelter—Course A—Elementary—**For students entering without previous work. An abbreviated course is given covering most of the work done in domestic science by the grammar grades. Advanced work is given as soon as possible. Second year. One laboratory and one recitation period each week.

**Course B—Advanced—**Prerequisite domestic science of the seventh and eighth grammar grades. Classification of foods; temperatures suitable for cooking classes of foods; cost of food; food values; digestion and absorption; dietetics; preparation and serving of meals; home and school sanitation; care of the home, person, and family; emergencies. Second year. One laboratory and one recitation period each week.

**Clothing and Shelter—Course A—Elementary—**For students entering without previous work. In this course the emphasis is on hand and machine sewing, repairing, use of patterns. First year. Two periods each week.

**Course B—Advanced.** Prerequisite, sewing as given in the fifth, sixth, seventh and eighth grammar grades.

Selection of materials for use in class, designing, use of patterns, cutting, making, care and cost of clothing, use and purpose of clothing, textiles, the house—planning, constructing, heating, lighting, ventilating, interior and exterior finishing, furnishing.

**Course C—**For seniors who have not had hand sewing in school. Sufficient work is given that each student may know how to make, use and teach all the common stitches used in hand sewing. Senior year. Two periods each week for one semester.

## LATIN

Mr. Hall

The course in Latin begins the second year and extends over the last four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year—making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geogra-

phy, Roman life, topography, art, archaeology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the Southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system, receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of the sixteen generally required for admission to the universities of Arizona and California.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall not be less in amount than. Caesar, *Gallic War I-IV*; Cicero, *Orations against Catiline, for the Manilian Law, and for Archias*; Vergil, *Aeneid I-IV*. But in range this amount or its equivalent may be selected from the following authors and works; Caesar, *Gallic War and Civil War*, and Nepos, *Livics*; Cicero, *Orations, Letters and De Senectute* and Sallust, *Catiline and Jugurthine War*; Vergil, *Bucolics, Georgics, and Aeneid*, and Ovid, *Metamorphoses, Fasti, and Tristia*; Provided always that this selection shall include the following as Prescribed Reading: Cicero, *for the Manilian Law and for Archias*; Vergil, *Aeneid i-ii and either iv or vi*.

The course is outlined as follows for 1912-1913:

**Introductory**—Pronunciation, syllabification, and in flection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

**Caesar**—Gunnison and Harley, *Gallic War*, Silver, Burdett and Co., is the only text used for the second year work. Three recitations a week throughout the year in Caesar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

**Cicero**—Harkness, Kirkland and Williams, Cicero's *Nine Orations*, American Book Company. The orations against *Catiline*, the orations for *Archias* and for the *Manilian Law*; also, if time permits, either for *Marcellus*, for *Ligarius*, and the *Fourteenth Phillippic*, or Merivale's Sallust's *Catiline*, The Macmillan Company. The class recites in Cicero four times a week throughout the year.

**Vergil**—Greenough and Kittredge, *Aeneid*, Ginn and Company. Books i-vi will be read in the senior year. The class recites in Vergil four times a week throughout the year. Subject-matter, literary and historical allusions and prosody as well as ability to translate will be demanded in all authors read.

**Grammar and Composition**—Every student in the junior and senior classes must have the following books: Nutting, *Advanced Latin Composition*, Allyn and Bacon, *Latin Grammar*, Ginn and Co.; Brown, *Latin Word List*, Ginn and Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose, will be rigidly required of each student upon the completion of the four years' work in Latin. Juniors and seniors recite once a week throughout the year upon this work.

## MATHEMATICS

Mr. Frizzell

Mathematics should form an important part of the course of study in a normal school, for the logical product of such school is teachers of children, teachers who are to go out and train children in village and country so that they may become useful and competent citizens. Since citizens must have legitimate and lucrative occupations, and since the science of mathematics is fundamental in all business transaction and constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School the effort is made to train the student in a manner that will best fit him for work as teacher and also give him a comprehensive and thorough knowledge of the subject. The course is presented under three heads, namely, arithmetic, algebra and geometry.

**Arithmetic**—Arithmetic is presented for a half year in the first year class, and also for a half year in the junior class. In the first year the endeavor is to drill thoroughly

in fundamental processes of arithmetic, broaden the view and establish a basis for the subject of algebra. In the junior year, in addition to thorough review and advanced investigation, the subject is presented from the teacher's standpoint and methods of teaching are freely discussed. First year; first semester. Junior year; first semester. Text-book—Southworth-Stone, Exercise Book in Arithmetic, Benj. H. Sanborn and Co.

**Algebra**—Algebra is based upon the work in arithmetic. Beginning with concrete and simple operations, students are led to the development and comprehension of the more abstract and general truths. Special attention is given to the fundamental operations. Also close study is made of fractions, the equation as a means for solution of problems, simultaneous equations, quadratics, series, proportion, and logarithms. The subject is treated in a simple and careful way so that a student who has ordinary intelligence and who has mastered the grammar school arithmetic can do the work in algebra in a satisfactory manner. The work in algebra covers a period of one and one-half years. First year, second semester, and second year, first and second semester. Text-books—Webster Wells, Essentials of Algebra, D. C. Heath and Co.; Hawes-Luby-Touton, Algebra, Ginn and Co.

**Geometry**—Geometry is offered in the third year of the course. It is continued for one year in which both plane and solid geometry are covered. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have clear understanding of the hypothesis. This fastens upon him the habit of close observation and prepares him to meet conditions everywhere and view them in proper light. The aim is, also, to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient proof before drawing conclusions. Third year. First and second semesters. Text-book—George C. Shutts, Plane and Solid Geometry, Atkinson, Mentzer and Grover, Chicago, Ill.

## MANUAL TRAINING

Mr. Clark

This course affords opportunity for becoming proficient in workmanship, and for mastering the principles necessary for teachers of the subject. The laboratories are well



equipped for cabinet work, certain forms of carving, pattern making and turning. Instruction in other materials will be given as the needs of the students seem to demand. The aims of manual training as taught here are: first, to encourage and stimulate self-reliance, invention, neatness, proportion, harmony and accuracy; to make competent, independent workmen, capable of designing, making or repairing in house or furniture construction; second, to teach the estimation of values and effects; third, to assist juniors and seniors to plan and prepare courses of study and their presentation, to the end that they may become competent to teach this work. As outlined, the course embraces all grades of the training school above the fourth, and includes the first three years of the Normal. In the remaining two years the work is elective. The problems designated aim to embody such principles of construction and finish as are within the scope of the ability of the student in the grade to which the problems are assigned. All discussions are built upon the material, construction and finish of these problems. Other problems than those mentioned may be substituted, provided the same principles are embodied.

**Training School Course**—The Training School pupils are taught, by means of a series of problems, the fundamentals in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. None but work well done will be accepted. Incorrect habits of workmanship are noted, that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain term or year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings, and pupils are required to understand and read the same at completion of the eighth grade, with ability to execute drawings of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board, pen tray, key rack, tooth-brush holder, blotter pad; sixth grade, towel roller, spool holder, footstool, book-rack, hexagonal tray, cutting board; seventh grade, wall pocket, candle-stick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack, picture frame, square table, carved trays, lamp stand, chair. Thirty-six weeks. Two periods per week.

**Normal Course**—This course allows considerable latitude as to specific articles, but insists upon certain joints

being executed, such as haunched mortise and tenon, keyed mortise and tenon, half lap, half lap miter, dove tail, framing. The problems are made the foundation for discussion of woods and their growth as related to constructive or building uses; the making of wood preservatives and finishes, and a variety of discussions pertinent to the work. While the theoretical and educational are not lost sight of, the trade or practical side of the workshop is kept largely in mind, that the young men who elect the work may be fitted in a great measure for work in the trades. This side is made a feature because not all of the young men who enter school will become teachers; some wish to fit themselves for the more skilled positions in the various fields of industrial work. Those who prepare for professional work receive special instruction and lectures upon the scope and intent of this branch of the public school work. Plan and elevation drawing, isometric and cabinet projection as well as pure mechanical drawing dealing with geometrical principles necessary to shop work is required. Working drawings, tracings and blue prints are made, and experience in their preparation required of the pupils. The completion of this work will be sufficient to obtain positions for graduates in drafting rooms. Structural drafting is offered as an elective. The Normal course is divided into two parts: Academic work for first and second year students and professional work for juniors and seniors. Students who have completed the academic work and do not wish to pursue the professional course may elect to do advanced academic work.

**Academic Course**—The pupils make such problems as the following: knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, plate rack, picture frame, magazine case, truss framing, rafter cutting, Two periods a week. First and second years.

**Professional Course**—Juniors and seniors who elect to take the work must finish a series of problems to cover a suitable course for teaching. They will be required to write a course of study and to do a certain amount of teaching. The completion of this work will enable them to secure positions in manual training or to embody the work in general school work to a large extent. The students have access to a number of excellent manuals, art magazines, and industrial publications for suggestions and assistance. Two periods a week. Junior and senior years.

King's Handbooks will be used as text by the classes in wood work.

## MILITARY DRILL

Mr. Irish

This work is intended to accomplish several important results. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work, is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction and self-control. At the same time the graduation of authority and division of responsibility from private to captain furnish a valuable object lesson in government, while the actual knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes "the setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops. Opportunity is given for instruction in military map reading and map maneuvers.

By an act of the First Legislative Assembly of the State of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this State, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain and com-



missions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard. Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of regulation olive drab, correct in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

## MUSIC

Mr. Johnston

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study. The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music. Ample opportunity will be given for chorus practice, and results have demonstrated that this work has developed into one of the most attractive and useful features of the school routine, not only acquainting the students with the very best music of this class, but also enabling them to do acceptable service at the daily morning exercises, and on special occasions of various kinds. At least one important musical work is performed each year by the school, under the direction of this department, usually an opera, suitably staged and costumed. Such work



affords students excellent opportunity for solo and chorus practice.

A glee club will also be formed this year, the work of which will give added experience in the practice of important musical work.

Sight reading will be a feature of the work of this club, for which purpose valuable material has been selected that will afford its members opportunity for advanced study in this reading of music at sight and in vocalization in solfeggi.

Many of our students take instruction in piano playing; there are a few excellent piano teachers in Tempe, and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practicing, and such students may have stated hours assigned them upon application.

Voice culture and sight reading are the branches of music taught in the school, and three years are required to complete the course, divided as follows: Scale and Song materials containing mostly diatonic progressions, enabling the student to acquire not only a working knowledge of the diatonic scale and its intervals, but a repertoire of good songs as well. First year. Two periods a week. Text-book—1st book, Melodic Course, Natural Music Series.

Scale and Song materials, continuing study of diatonic progressions, with the addition of study and practice of chromatic progressions, and progressions of the minor modes, both in melodic form and part singing. Second year. Two periods per week. Text-book—2nd book, Melodic Course, Natural Music Series.

Work in sight reading is continued, instruction in elementary harmony given, and methods of teaching music in the public schools discussed. Third year. Two periods per week. Text-books—3rd book, Melodic Course, Natural Music Series, and Emery's Elements of Harmony. Lewis and Coles' book, Melodia, for supplementary sight reading.

Students of advanced standing, entering for the first time, are required to make such grades as may be prescribed.

## PHYSICAL SCIENCE

Mr. Irish

Physics, A—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including labora-

tory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Text-book—Millikan and Gale, First Course in Physics. Junior year. First semester. Five periods a week.

**Physics, B**—An additional semester's course of laboratory work in electrical measurement, sound and light, accompanied by two lectures a week is open to those who have completed Course A, and who have shown special ability along this line. Such students may elect this course in place of the course in chemistry. Junior year. Second semester. Five periods a week.

**Chemistry**—Two periods laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Course A in physics which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties, and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to metallurgical processes. Text-book—Brownlee, First Principles of Chemistry. Junior year. Second semester. Five periods a week.

## EARTH SCIENCE

Mr. Irish

**Physiography**—The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effects. A brief review of general geography presents the salient features of the earth as a basis for the work which is to follow upon the world building changes in the earth's crust, the

effects of elevation, erosion, and land sculpture. The work of streams, the effects of volcanic action, glaciation, and kindred topics are discussed at length and illustrated by laboratory exercises and by the use of a good collection of lantern slides. In preparation for the study of atmospheric agencies, weather, and climate, the student is required to make and record daily observations of the barometer, temperature, relative humidity, and other data. These observations are used as the basis of monthly reports of the weather, accompanied by barometer and thermometer curves and graphic wind charts. The student is taught to interpret the government weather maps which are received daily, and to which reference is frequently made in connection with the daily observations and the study of weather and climate. The use of contour maps and the construction of sections and profiles are taught early in the course in order that the student may be enabled to make use of the large stock of government topographic maps in the study of typical regions. The meteorological equipment includes a complete set of Green's thermometers, a good barometer, barograph, thermograph, wind vane, anemometer, and rain gauge. The laboratory is supplied with wall maps, globes for class and individual use, relief models, and illustrative collections of rocks and minerals. Third year. First semester. Five times a week. Text-book—Fairbank's Practical Physiography.

**Geography**—This course is intended as a thorough review of the subject preparatory to the year of practice teaching in the Training School. Methods of collecting and preparing illustrative material are discussed, and opportunity is given for the acquiring of collateral information which will be of use to the future teacher. Much practice is given in the various phases of map making and map reading, including the actual mapping of a limited area by the use of simple and easily constructed instruments. A considerable portion of the time is devoted to local geography and to the geography of Arizona. The work in general geography follows the plan of the Tarr and McMurry geographies, which are used as texts. The student is encouraged to draw as much information as possible from outside sources, particularly from the current magazines and reference works in the school library. A card index of articles of interest in this connection greatly facilitates the use of the library and periodicals. The leading geographical magazines are at the student's disposal. Junior year. Second semester. Five periods a week.



## PHYSICAL TRAINING AND ORATORY

Miss Burgess

**Physical Training**—Instruction in Physical Training is given during the five years of the course if desired. The work is required of all young women of the first three years, but is elective the last two years. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German systems of free movements and light gymnastics. The work is conducted in the new Auditorium building, the entire lower floor of which is occupied by the gymnasium. This is furnished with sufficient apparatus for a thorough course in physical training.

The aim of the beginning work is to acquire a symmetrical development of the body as a basis for health and grace. Exercises are given to remedy the following defects: weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head, and all hereditary and acquired faults in the carriage of the body. The general work includes Indian clubs, dumb-bells, fancy drills with scarfs, balls, and wands, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles, and all devices in training that secure freedom of bodily action and expression of grace.

The results expected from the work are: first, a noble and graceful bearing habitually maintained; second, freedom from awkwardness and self consciousness; third, ease and precision in the movements of the body; fourth, a continual and gradual development toward a symmetrical body without injury or strenuous exercises which might prove harmful.

The advanced work taken up in the Junior and Senior elective classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and aesthetic forms of Physical Culture, harmony in all movements of the body, and mastery of bodily control. The primary object being the development of the individual, as much personal attention as possible is given to each member of these classes.

To secure uniformity of costume, students are advised to procure black material for their suits, and these are made according to specifications from the Director at the beginning of each school year.

**Oratory**—The Department of Oratory embraces reading, elocution, debate, oratorical delivery, and all forms of public speaking. The courses given are as follows:



**Reading, First Year**—The first year reading is the beginning work from the text-book, Cumnock's Choice Readings, and deals with all forms of speaking. The fundamental work is English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctly, giving thought and proper expression to what is read.

**Reading, Junior**—This course is arranged for those who enter the two years' course for high school graduates. It includes all of the work of the first year course in reading, but takes a broader form in method of teaching and application. The standard is naturalness, and deals with reading as portraying life as it exists in literature. The standard classics are used, such as *Courtship of Miles Standish*, *Evangeline*, *Enoch Arden*, and the plays of Shakespeare. *Julius Caesar* was used this year.

**Public Speaking**—In the Department of Public Speaking, the Director has charge of all public work in contests, debates, society programs, etc. In any one of these, the students are given assistance to present their work in a natural and creditable way. In this instruction, the fundamental principles of oratory are observed. As in reading, the standard in oratory is naturalness, distinctness, and thorough mastery of the thought expressed.

## PROFESSIONAL INSTRUCTION

Mr. Payne

**General Statement**—The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five years' course of the Normal, and the second is open to the graduates of four year high schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty-four units required for graduation.

**Psychology**—Mr. Ayer—The aim of the course in psychology is to introduce the students to the scientific study of mind. The work is given by text-book, experimental demonstration and lectures. The purposes kept in mind are to teach the principles of the science as far as that can

be done in so short a course, to show by presenting observations and by experiment how a knowledge of the subject has been built up, and to arouse the interest of the students in the introspective observation of themselves and in the study of mind objectively as it is displayed by children and adults in ordinary daily life. The work is given the first semester of the junior year. Text-book—J. R. Angell, *Psychology*, Henry Holt and Co.

**Pedagogy**—Mr. Payne—The course in pedagogy follows directly upon that of psychology. There are two purposes to be met in the course; the first is to show the principles of learning and to develop from these the principles of teaching, and the second is to make the applications of the principles of learning and teaching to the subjects in the course of study. As the students of this course begin their practice teaching at the beginning of the senior year, the latter part of the course is devoted to making preliminary preparation in the methods of teaching for the various subjects in the course of study for the Training School. The more detailed study of methods comes during the senior year. For this preliminary preparation the various methods, aims and purposes that have been suggested for each subject of study by educational writers are gone over and some lesson planning in each subject is given. Such standard works as Roark's *Method in Education*, Winterburn's *Method in Teaching*, and Charters' *Method in Teaching* are followed. Second semester. Junior year. Text-books—W. A. Bagley, *The Educative Process*, The Macmillan Co.; Irving E. Miller, *The Psychology of Thinking*, The Macmillan Co.

**History of Education**—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text-book, lectures, and reports by the students. Senior year. Text-book—Paul Monroe, *A Text-Book in the History of Education*, The Macmillan Co.

**Ethics**—Mr. Payne—The work in Ethics aims to awaken in the students a clear consciousness of the vital importance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically, as this method has proved its usefulness in showing how the various theories of moral con-

duct have grown successively out of one another and how they stand related to the other factors in the cultural development of the race. It is hoped that the students may be led to reflect upon the social order that is spread out before them to the end they may more easily adjust themselves to society as they find it. Senior year. Text-book—Dewey and Tufts Ethics, Henry Holt and Co.

**School Economy and School Law**—Mr. Matthews—Instruction is given in these subjects during the last semester of the senior year. The work in School Economy is especially adapted to the needs of teachers who must manage schools without the help of a principal and it deals with practical problems that arise in everyday school rooms. Rural school problems are given special attention. Among the topics included in the course are school organization, classification and grading of pupils, school discipline, the relation of teacher to pupils, parents and social environments, arrangement of exercises and provisions relating to order, the keeping of records and making reports, the lighting, heating, ventilating, seating, and decorating of school buildings. The course in school law aims to acquaint the students with the school laws of Arizona, and to compare these laws with the school laws of other states with a view to arousing an interest in the legislative enactment of such amendments to the school laws as will have a tendency to benefit the public school system. The course embraces a careful study of the laws relating to State, county and city supervision, including the powers and duties of Boards of Education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing of school districts; the revenues derived from state, county and district taxation, including the apportionment of the same; uniform textbooks, courses of study, etc.

## THE TRAINING SCHOOL

The Training School is organized under special laws, but is conducted as a regular public school of eight grades. The large number of teachers makes it possible to keep classes small and give special attention to the needs of individual children.

The professional work of the Training School has two sides—the theoretical and the practical. The courses in general and special methods and the preparatory course in observation of teaching make up the theoretical side. The practical work consists of actual teaching in the classes in

the Training School, where the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

**Junior Observation**—As a part of the preparation for taking up the work of teaching, Juniors are required to observe the class-room work of the Training School for a portion of the year. These observations are recorded, corrected and discussed. This leads to a sympathetic appreciation of the teaching profession.

**Methods**—The Methods, general and special, are taught by the principal and faculty of the Training School. It is their effort to present Normal School methods in such a practical way that graduate teachers will follow the prescribed course of study in an intelligent manner. Primary methods are given special attention on account of their fundamental nature.

**Practice Teaching**—Each senior teaches one full year in the Training School under the direction of the critic teachers. All teaching is done from carefully prepared lesson plans which have been approved by the supervisors.



# COURSE OF STUDY FOR TRAINING SCHOOL

| SUBJECT                       | 1st Grade             |                       | 2nd Grade             |                       | 3rd Grade             |                       | 4th Grade             |                       | 5th Grade             |                       | 6th Grade             |                       | 7th Grade             |                       | 8th Grade             |                       |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                               | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations |
| Arithmetic.....               | .....                 | .....                 | 5                     | 25                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    |
| Reading.....                  | 15                    | 20                    | 10                    | 25                    | 15                    | 45                    | 10                    | 45                    | 7                     | 30                    | 5                     | 45                    | 5                     | 30                    | 3                     | 45                    |
| Writing.....                  | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 2                     | 20                    | 5                     | 15                    | 3                     | 45                    |
| Spelling.....                 | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 15                    | 5                     | 15                    | 5                     | 15                    | 2                     | 25                    |
| Language.....                 | 5                     | 25                    | 5                     | 25                    | 5                     | 25                    | 5                     | 45                    | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 |
| History.....                  | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 2                     | 45                    | 5                     | 30                    | 5                     | 30                    | *5                    | 45                    |
| Drawing.....                  | 5                     | 25                    | 5                     | 25                    | 5                     | 20                    | 5                     | 20                    | 3                     | 45                    | 3                     | 45                    | 3                     | 45                    | 3                     | 45                    |
| Manual Training and Hand Work | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    | 3                     | 45                    |
| Domestic Science.....         | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 1                     | 90                    | 1                     | 90                    |
| Sewing.....                   | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    |
| Music.....                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 45                    | 3                     | 30                    | 3                     | 45                    | 2                     | 30                    | 2                     | 30                    |
| Geography.....                | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | *5                    | 45                    |
| Grammar and Composition.....  | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | 5                     | 45                    | .....                 | 30                    | 5                     | 45                    |
| Civics.....                   | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 |
| Physiology.....               | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 | .....                 |
| Nature Study.....             | 2                     | 20                    | 2                     | 20                    | 2                     | 20                    | 2                     | 20                    | 2                     | 25                    | 2                     | 45                    | *5                    | 45                    | .....                 | .....                 |

\*First Semester. †Second Semester.

Note — The domestic science requires a double period and displaces two other studies once a week.  
The periods of 45 minutes include study periods for some studies.

## SPANISH

Miss Salmans

The course in Spanish proposes to meet the needs of the following classes of students: first, those intending to teach in the Southwest, where many descendants of the early Mexican settlers yet live; second, those who may identify themselves with the industrial development of Spanish-America, where there is a constant demand for Spanish-speaking Americans with the necessary technical qualifications; third, those students who wish to gain college entrance credit in modern languages. Two years of Spanish are accepted as two units by the leading universities of the United States.

The two years' course in Spanish is elective and begins the third year of the Normal course. High school graduates may elect Spanish in the junior and senior years.

The course is arranged as follows:

**Elementary Spanish**—The elementary course includes a careful drill in Castilian and Spanish-American pronunciation. Much importance is attached to the conjugation of the Spanish verb. The elements of syntax are acquired through translation from dictation and practical exercises in Spanish conversation. Text-books—Wagner's Spanish Grammar, Ann Arbor Press; De Haan, Cuentos Modernos, D. C. Heath and Co.; Alarcón, El Capitán Veneno, D. C. Heath and Co.; Ford's Spanish Composition, D. C. Heath and Co.; Larra, Partir á Tiempo, American Book Co.

**Advanced Spanish**—During this year all class work is conducted in Spanish. A thorough knowledge of syntax is demanded. Frequent dictation and sight reading from Spanish newspapers afford ample opportunity for the development of idiomatic expression. Themes are written in Spanish upon the authors and works studied, and upon the historical development of the Spanish language and literature. Attention is also given to the forms of commercial correspondence. Text-books—Hills and Ford, Spanish Grammar, D. C. Heath and Co.; Ford's Spanish Composition, D. C. Heath and Co.; Valera, Pepita Jiminez, D. C. Heath and Co.; Gutierrez, El Trovador, Uinas, Ginn and Co.

During the last quarter of the normal year the Spanish classes present before the faculty and students a musical and literary program entirely in the Spanish language.

## Library

The library occupies two large well-lighted rooms on the first floor of the main building with an adjoining room used for current periodicals and newspapers. There are at present about 5200 volumes including government documents and a collection of children's books for the training school. The Dewey classification is followed and a card catalog makes the material more accessible. The library is open from 8 a. m. to 5 p. m. on school days and from 10:30 a. m. to 12:30 p. m. on Saturdays.

**Library Instruction**—The object of this course is to familiarize students with the use of books and libraries, with special work for the senior class on the formation of a school library.

**First Year**—Structure and printed parts of the book. Classification and arrangement of the library. Use of card catalog. The encyclopedias and dictionaries.

**Second Year**—Use of periodical indexes. Reference books.

**Seniors**—Buying and selecting books with special reference to children's literature. Government documents. Some lessons to give to children on the use of books. The school library.

The following periodicals are regularly received and many of them are finally bound and shelved for reference purposes: Advocate of Peace, American Botanist, American Boy, American Carpenter and Builder, American Educational Review, American Geographical Society Bulletin, American Historical Review, American Journal of Archaeology, American Journal of Philology, A. L. A. Booklist, American Magazine, American Physical Education Review, American Political Science Review, Annals of the American Academy, Arizona, Arizona Journal of Education, Army and Navy Register, Atlantic Monthly, Boston Cooking School Magazine, Catholic Educational Review, Century, Classical Journal, Classical Philology, Classical Review, Classical Weekly, Collier's, Concrete, Craftsman, Cumulative Book Index, Current Events, Dial, Edinburgh Review, Education, Educational Review, Electrical Review, Elementary School Teacher, Engineering Magazine, Etude, Forum, Good Housekeeping, House Beautiful, Independent, International Studio, Journal of Animal Behavior, Journal of Educational Psychology, Journal of Geography, Journal of Geology, Journal of Home Economics, Journal of Philosophy, Psychology and Scientific Methods, Keramic Studio,

Library Journal, Literary Digest, McClure's, Machinery, Manual Training, Monthly Catalog U. S. Public Documents, El Mundo Illustrado, Musician, Nation, National Geographic Magazine, National Guard Magazine, Nature, N. Y. Teachers' Monographs, North American Review, Outlook, Pedagogical Seminary, Plant World, Political Science Quarterly, Popular Mechanics, Popular Science Monthly, Psyche, Psychological Clinic, Psychological Review and Bulletin, Public Speaking Review, Reader's Guide to Periodical Literature, Review of Reviews, St. Nicholas, School Arts Book, School Music, School Review, School Science and Mathematics, Science, Scientific American, Scientific American Supplement, Sierra Educational News, Survey, Vocational Education, World's Work, Youth's Companion.

## Athletics

Students are urged to take an active part in athletic games and exercises. The athletic training is under the personal charge of regular members of the faculty. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The athletic work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student" and stand as prizes to be contended for annually by the various class teams in track, tennis and basketball.

**Tennis**—The one branch of athletics that does and can do most for class spirit is tennis. In it the class as a whole is best represented. Several splendid courts—the best in the state—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year. Each year a tournament is held, wherein the most prominent schools of this part of the state take part. Two valuable cups are offered for the men's games, while individual prizes go to the winners in the ladies' games. In addition to this event, inter-class matches are held with other leading schools not represented in the tournament.

**Basketball**—A basketball association is maintained by the young women of the school, who find in this form of exercise a wholesome sort of outdoor recreation and amuse-



ment. Two excellent courts for this game are located upon the campus, convenient to the girls' hall, and the games are under the supervision of a member of the faculty. Much interest and a healthy spirit of rivalry are aroused by the annual contest for the silver cup offered by the management of the Student. This trophy is awarded each year to the class whose representative team wins the largest number of games in the inter-class series. This honor passed, this year, to the class of 1913. In addition to the inter-class games, several match games are played each year with teams from other institutions.

**Track**—The development of track athletics at the Normal has been most remarkable. Notwithstanding the fact that the comparative number of boys attending the Normal is small, their track teams have not only won numerous championships but have attained a standard creditable to any college or university team. The Normal School is a member of the Arizona Interscholastic Athletic Association, which conducts annual track meets among the representative schools of the state. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. Individuality, self-reliance and self-control are encouraged here as elsewhere, and with equally favorable results. There is a fine track on the campus for distance events, and a 220 yard straight-away course for sprints. Suitable apparatus for all the standard events has been purchased and all young men are urged to enter this field of athletics.

**Baseball**—Efficiency in baseball has been gradually attained until the Normal team is now one of the best in the Southwest. Only bona fide students in good standing in their classes and deportment are permitted to become members of the teams. Besides the inter-scholastic series of nine games, an annual series of games is played with the University of Arizona and other leading teams. The Normal diamond, located on the campus, is reputed to be the finest in the state. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies. The Normal boys won the Republican cup in 1912.

## Special Information

**Literary Societies**—Every student of the Normal School may avail himself of membership in one or the other of the literary societies that are maintained by the student body. There are at present four of these organizations, meeting either weekly or bi-weekly. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, and to develop ease and facility in public speaking. Participation in the work of these organizations is considered an important part of the regular work of the school. A member of the faculty is detailed for each society to act as critic and to give assistance and advice when required. The members of all societies receive individual aid and instruction from the instructor in oratory, who devotes a portion of each week to this special work. Members of the faculty are honorary members of all three societies.

The societies are as follows:

**Zetetic Society**—Meetings are held bi-weekly in the music room. During the past year a study of the most important nations of the world has been carried on, and programs given that covered the political and social organization of each. Sketches of the lives of the great literary leaders, the great composers, with representative selections from each have been presented. Most of this work has been extemporaneous. On the evening of May twenty-second a public program was given to which students, faculty, and the public in general were invited.

**Kalakagathia**—This society was formed early in the first semester by a number of seniors. They organized by electing officers and drawing up a constitution. The maximum number of members (25) was soon filled from the junior and other classes. The primal aim of the society was that culture which comes from a wide knowledge of literature, and because of its great literary value the Bible was the first book studied. Dr. Bolton, monitor for this work, proved an untiring and efficient guide and it is with deep regret that Kalakagathia loses him. Mrs. Blakely and Miss Rock were honorary members and were a great help in the enthusiastic and earnest work of this society.

**Greeley Club**—The Greeley Club is a club of twelve girls organized for the purpose of studying the higher arts, and of keeping in touch with the outside world. Each member takes part in the programme and every girl must take her turn acting as hostess and critic. The study of music, art and literature aside from the discussion of current events has been its chief aim. The club meets every two weeks regularly on Tuesday afternoon from four to six o'clock.

**A. D. C.**—In addition to these three regular societies, a fourth, known as the Athenian Debating Club, has been maintained by the young men for practice in debate. It meets each Wednesday evening.

This is the oldest of the literary organizations now in the school, and it numbers among its members some of the strongest men the school has sent out.

## THE STUDENT

"The Tempe Normal Student" is a weekly paper published by the students of the Normal. Its chief purpose is to give the students practical work in writing and it is thought that this purpose is best fulfilled by writing up the daily activities of the school life with which the students are perfectly familiar and of which they are a part. Essays and stories submitted in the department of English either as a part of the regular work or in competition for the prizes and medals offered for this kind of work frequently find publication in the paper. In this way the paper becomes a stimulus not only to the student life of the school, but also to the interest in English work. The paper, however, is a student publication, and the students are responsible for its coming out.

For the past five years the "Student" has offered two medals to the pupils of the Arizona high schools to be competed for in a declamatory contest held at Tempe in March.

## LECTURE COURSES

It is intended to arrange, each year, for a course of lectures and entertainments by outside talent of a high order of merit.

During the year 1911-12, a very satisfactory course was presented including the following lectures and musicals: Judge Ben B. Lindsay, Governor Joseph Folk, Opie Read, The Le Brun Opera singers, three of whom



have starred in Grand Opera in this country and in Europe, and the Whitney Brothers Male Quartet, which has no superiors before the American public.

The course for 1912-13 will include numbers by such noted lecturers as Governor Hadley, George D. Alden and Ralph Bingham, the world renowned Ben Greet players and the Strollers, one of the noted musical companies in America. These courses are generously patronized by the citizens of Tempe and afford the students unusual opportunities.

### VISITORS

Visitors are welcome at all times, and educators and clergymen are especially invited to visit the school in all its departments. The faculty is always pleased to make the acquaintance of the parents of the students and to have them make a personal inspection of the school and its work. Visitors will find the entire student body assembled each morning session from 9:00 to 9:15 o'clock, mountain time. The people of Arizona are urged to recognize the fact that the Normal School belongs to them and that the management always appreciates their interest and good will. It is well recognized that their visitors are a valuable stimulus to faculty and students alike.

### ASSISTANCE AND PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty, draw upon it as a loan.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur, of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The Harvard Club of Arizona offers to the seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter as well as the treatment must be original.



Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debate.

### THE ALUMNI ASSOCIATION

This association now numbers 483 members. It holds two regular meetings each year and an annual banquet. It is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the state is already plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates and to render them professional assistance as far as possible. The association is a valuable means toward this end. The Principal desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. A mistake of any kind in the Alumni Register will be cheerfully corrected as soon as attention is called to it.

### TEACHERS' BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the Principal and members of the faculty find many opportunities of recommending teachers to good positions, and this they are always pleased to do as they feel that the service may be an advantage not only to the student, but to trustees and school officers as well. The Principal of the school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of its students and alumni to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, the Principal should be given a full and detailed statement of the requirements and conditions of the position.

# Register for 1911-12

## NORMAL DEPARTMENT

|                             |                   |                            |                 |
|-----------------------------|-------------------|----------------------------|-----------------|
| Akers, Bryan .....          | Phoenix           | Coyle, Velma .....         | Phoenix         |
| Alexander, Enid .....       | Tempe             | Craig, Edward .....        | Tempe           |
| Anderson, Hope .....        | Texas             | Crook, Veiva .....         | Tempe           |
| Augustine, Clara .....      | Stoddard          | Cummings, June .....       | Tempe           |
| Austin, Beulah .....        | Tempe, R.F.D.     | Cummings, Lucy .....       | Tempe           |
| Austin, Delia .....         | Tempe             | Cummins, Blanche .....     | Tempe           |
| Baker, Anna .....           | Bisbee            | Dean, Moffat .....         | Tucson          |
| Barbour, Winona .....       | Tempe             | Detloff, Lucille .....     | Bisbee          |
| Bauer, Marie .....          | Tempe             | Dichtenmiller, Lena .....  | Clifton         |
| Belknap, Carroll.....       | Oscuro, N.M.      | Dickinson, Jessie .....    | Tempe           |
| Bell, Emma .....            | Valley City, N.D. | Dines, Flossie .....       | Tempe           |
| Behn, Eva .....             | Phoenix           | Doherty, Edith .....       | Nogales         |
| Benedict, Inez .....        | Lebanon, N.Y.     | Douglas, Dorothy .....     | Tucson          |
| Blendinger, Katherine ..... | Phoenix           | Duncan, Bryan .....        | Phoenix         |
| Blount, Anna .....          | Tempe             | Duncan, Clara .....        | Phoenix         |
| Blount, Louise .....        | Phoenix           | Duncan, Dea .....          | Phoenix         |
| Blount, Marie .....         | Tempe             | Eisenhart, Elizabeth ..... | Pearce          |
| Blount, Paul .....          | Tempe             | English, Irene .....       | Miami           |
| Bloys, Ina .....            | Bloomfield, Mo.   | Erman, Marshall .....      | Globe           |
| Bloys, Lena .....           | Bloomfield, Mo.   | Everett, George .....      | Duquesne        |
| Bloys, William.....         | Bloomfield, Mo.   | Everett, Grace .....       | Duquesne        |
| Bradford, Alice .....       | Benson            | Faras, Concepcion .....    | Douglas         |
| Braly, Inez .....           | Phoenix           | Felch, Bessie .....        | Phoenix         |
| Brandenburg, Annie..        | Winkelman         | Fellows, Marinda .....     | Hayden          |
| Brooks, Nannie .....        | Phoenix           | Fike, Frances .....        | Naco            |
| Brown, Arthur .....         | Courtland         | Flannigan, Thomas .....    | Globe           |
| Brunenkant, E. J. ....      | Florence          | Fogal, Edythe .....        | Tempe           |
| Burtis, Walker .....        | Phoenix           | Foster, Katie .....        | Safford         |
| Byron, Jessie .....         | Williams          | Foushee, Leona .....       | Phoenix         |
| Calkins, Francis .....      | Tempe             | Fowler, Mildred .....      | Nogales         |
| Carroll, Anna .....         | Phoenix           | Fram, Ray .....            | Phoenix         |
| Carter, Cortland.....       | Walnut Grove      | Frederick, Grace .....     | Globe           |
| Carter, Glenna .....        | Walnut Grove      | Frederick, Katie .....     | Globe           |
| Case, Wilmyth .....         | Phoenix           | French, Edith.....         | Riverside, Cal. |
| Castle, Lionel .....        | Pine              | French, Reid.....          | Walnut Grove    |
| Champie, Nettie .....       | Phoenix           | Gammill, George .....      | Scottsdale      |
| Chilson, Bessie .....       | Tempe             | Gleason, Grace.....        | Georgetown, Ky. |
| Chilson, Edna .....         | Tempe             | Goodfellow, Lillias .....  | Pine            |
| Chilson, Wilmarth .....     | Tempe             | Goodwin, Julius .....      | Tempe           |
| Clark, Afton .....          | Mesa              | Goodwin, Leona .....       | Tempe           |
| Clark, Carolyn .....        | Benson            | Goodwin, Olga .....        | Phoenix         |
| Cline, Oscar .....          | Cline             | Griffen, Horace .....      | Tempe           |
| Cole, Lois .....            | Tempe             | Griffen, Fred.....         | Selby, So. Dak. |
| Cole, Maude .....           | Tempe             | Griffen, Mary.....         | Selby, So. Dak. |
| Cole, Rita .....            | Tempe             | Guldin, Viola .....        | Tempe           |
| Collins, Helen .....        | Florence          | Hance, Eva .....           | Yuma            |
| Cooke, Ercel .....          | Globe             | Hanson, Lucy .....         | Tempe           |
| Corbell, Ethel .....        | Tempe             | Harmon, Pansy .....        | Tempe           |
| Corbell, Paul .....         | Stockton, Cal.    | Harrison, Lewis .....      | Duquesne        |
| Cordes, Grace .....         | Prescott          | Harrison, Mary .....       | Duquesne        |
| Cordes, Minnie .....        | Prescott          | Hart, Mildred .....        | Tempe           |

|                          |                 |                          |                     |
|--------------------------|-----------------|--------------------------|---------------------|
| Hathaway, Nellita .....  | Nogales         | Meyers, Nellie .....     | Winkelman           |
| Haulot, Emily .....      | Phoenix         | Miller, Augusta .....    | Tempe               |
| Haulot, Helen .....      | Phoenix         | Miller, Emma .....       | Tempe               |
| Hayden, Ethel .....      | Scottsdale      | Miller, Esther .....     | Buckeye             |
| Hayden, Hugh .....       | Scottsdale      | Miller, Mary .....       | Buckeye             |
| Heinrichs, Miriam .....  | Morenci         | Miller, Lydia .....      | Tempe               |
| Henderson, Lillian ..... | Florence        | Miller, Winchester ..... | Tempe               |
| Herron, Francis .....    | Payson          | Minsch, Edward .....     | Phoenix             |
| Herron, Rita .....       | Courtland       | Millett, Mary .....      | Phoenix             |
| Higgins, Rena .....      | Dudleyville     | Moss, Bryan .....        | Tempe               |
| Hilbers, Leonard .....   | Tempe           | Moss, Florence, .....    | Tempe               |
| Holcomb, Gladys .....    | Benson          | Mullen, Cecil .....      | Tempe               |
| Holcomb, Hazel .....     | Benson          | Mullen, Edith .....      | Tempe               |
| Holmesley, Hallie .....  | Tempe           | Mullen, Lois .....       | Tempe               |
| Houck, Mary .....        | Safford         | Murchison, Gladys .....  | Tempe               |
| Houck, Viola .....       | Safford         | Muse, Wille .....        | Cochise             |
| Houston, Anna .....      | Benson          | Nash, Will .....         | Miami               |
| Houston, May .....       | Benson          | Nelson, Eugenia .....    | Buckeye             |
| Howard, Helen .....      | Phoenix         | Nevin, Edna .....        | Tombstone           |
| Hudlow, Cora .....       | Hillside        | Nichols, Warren .....    | Tempe               |
| Hughes, Erle .....       | Phoenix         | Oviedo, Margaret .....   | Tempe               |
| Johnston, Dorothy .....  | Tempe           | Parry, Katherine .....   | Ray                 |
| Johnston, Helen .....    | Tempe           | Passey, Viola .....      | Pine                |
| Johnston, Kenneth .....  | Tempe           | Pear, Dan .....          | Casa Grande         |
| Jones, Evelyn .....      | Wickenburg      | Peck, Ralph .....        | Marshallfield, Wis. |
| Jones, Leona .....       | Tempe, R.F.D.   | Peterson, Howard .....   | Mesa                |
| Jund, Trinidad .....     | Los Angeles, C. | Phelps, Clara .....      | Mesa                |
| Kane, Frankie .....      | Fairbank, Ariz. | Pitts, Albert .....      | Phoenix             |
| Keating, Mary .....      | Florence        | Pomeroy, Hazel .....     | Mesa                |
| Kempf, Annie .....       | Benson          | Powell, Ione .....       | Florence            |
| Kittle, Grace .....      | Globe           | Pritchard, Robert .....  | Safford             |
| Kittle, Ruth .....       | Globe           | Quinn, Mabel .....       | Tempe               |
| Knight, Alice .....      | Tempe           | Rains, Mary .....        | Flagstaff           |
| Landers, Adair .....     | Florence        | Rankin, Ella .....       | Tombstone           |
| Laney, Grant .....       | Mesa            | Rees, Cecil .....        | Congress            |
| Laney, Mabel .....       | Mesa            | Regan, Kittie .....      | Bisbee              |
| Lassator, Laura .....    | Safford         | Richards, Ethel .....    | Tempe               |
| Leister, Laveda .....    | Buckeye         | Robbins, Irene .....     | Tempe               |
| Lisonbee, Delta .....    | Mesa            | Robbins, Ruth .....      | Tempe               |
| Lloyd Queenie .....      | Morenci         | Robinson, Dorothy .....  | Ingleside           |
| Lohman, Rebecca .....    | Tempe           | Rock, Carrie .....       | Morning Sun, Ia.    |
| Lund, Ernestine .....    | Prescott        | Rogers, Iva .....        | Tempe, R.F.D.       |
| McComb, Jesse .....      | Willcox         | Rogers, Mabel .....      | Mesa                |
| McCoy, Robert .....      | Glendale        | Rosenberger, Ada .....   | California          |
| McIlmoil, Lucy .....     | Phoenix         | Rouse, Nellie .....      | Tucson              |
| McKee, Margaret .....    | Phoenix         | Rouse, Michael .....     | Tucson              |
| McKeen, Bertha .....     | Bisbee          | Russell, Ernest .....    | Safford             |
| McKeen, Elizabeth .....  | Bisbee          | Sampson, Ethel .....     | Garces              |
| MacLennan, Kenneth ..... | Tempe, R.F.D.   | Sandoz, Hazel .....      | Tempe               |
| McManus, Lawrence .....  | Phoenix         | Sandoz, Vernice .....    | Tempe               |
| McNeley, Allene .....    | Phoenix         | Schoshusen, Flora .....  | Tempe               |
| McNulty, Vera .....      | Prescott        | Schultz, Rosa .....      | Mammoth             |
| Mahoney, Susie .....     | Prescott        | Scott, Vera .....        | Detroit, Mich.      |
| Manley, Mildred .....    | Tempe           | Seals, Neva .....        | Tempe               |
| Marshall, George .....   | Pima            | Shew, Edna .....         | Walnut Grove        |
| Martinez, Carmela .....  | Tempe           | Sirrine, Ethel .....     | Mesa                |
|                          |                 | Smedley, Agnes .....     | Denver, Col.        |



|                          |            |                            |            |
|--------------------------|------------|----------------------------|------------|
| Spangler, Lola .....     | Tempe      | Waddill, Beulah .....      | Safford    |
| Spangler, Lulu .....     | Tempe      | Walker, Gladys .....       | Calabasas  |
| Spikes, Albert .....     | Douglas    | Walker, Marjorie .....     | Tempe      |
| Spikes, John .....       | Douglas    | Wallingford, Blanche ..... | Prescott   |
| Springer, William .....  | Phoenix    | Warner, Edith .....        | Tempe      |
| Stacey, Ethel .....      | Buckeye    | Warner, Grace .....        | Tempe      |
| Stacey, Maude .....      | Buckeye    | Waterhouse, Jessie .....   | Tempe      |
| Standage, Glen .....     | Mesa       | Watkins, Ruth .....        | Douglas    |
| Stayton, Lillian .....   | Miami      | Weatherford, Hugh .....    | Flagstaff  |
| Stewart, Marie .....     | Tempe      | Webb, May .....            | Douglas    |
| Stewart, May .....       | Florence   | Webb, Norma .....          | Roosevelt  |
| Strumm, Irene .....      | Miami      | Weir, Irene .....          | Tempe      |
| Sturgeon, Beulah .....   | Tempe      | Welborn, Lela .....        | Phoenix    |
| Tamborino, Dorothy ..... | Congress   | Welborn, Marion .....      | Phoenix    |
| Thew, Flora .....        | Tempe      | Wells, Harriett .....      | Mayer      |
| Thiel, Alice .....       | Tombstone  | White, Garland .....       | Tempe      |
| Thomas, Grace .....      | Scottsdale | Whitt, Willard .....       | Gleeson    |
| Tompkins, Amy .....      | Phoenix    | Williams, Maud .....       | Reno, Nev. |
| Tong, Maude .....        | Bisbee     | Wilson, Emily .....        | Bisbee     |
| Tucker, Ellyott .....    | Tempe      | Wilson, Sarah .....        | Safford    |
| Tucker, Myrtle .....     | Tempe      | Windham, Bessie .....      | Somerton   |
| Tucker, Nettie .....     | Tempe      | Wixom, Lillian .....       | Thatcher   |
| Turner, Eva .....        | Tempe      | Wood, Grace .....          | Tempe      |
| Turner, Myrtle .....     | Tempe      | Woods, Laura .....         | Globe      |
| Utterback, Iva .....     | Cochise    | Woods, Russell .....       | Tempe      |
| Young, Ettie .....       | Clifton    |                            |            |

## TRAINING DEPARTMENT

|                    |                       |                    |
|--------------------|-----------------------|--------------------|
| Alexander, Cecil   | Cole, Roy             | Galas, Petra       |
| Allen, Bert        | Cole, Ruth            | Galas, Eliza       |
| Allen, Katie       | Cole, William         | Galas, Carmen A.   |
| Aston, Ella        | Cooper, Chester       | Galas, Carmen C.   |
| Auston, Cedric     | Corbell, Beulah       | Gals, Esquel       |
| Austin, Harold     | Crook, Alta           |                    |
| Basquez, Cruse     | Crook, Lanier         | Godfrey, George    |
| Basquez, Pastora   | Curtis, Lyle          | Goodwin, Gordon    |
| Benetes, Angelita  | Doll, Leonore         | Goodwin, Alverta   |
| Benetes, Fred      | Duhois, Anna          | Goodwin, Randolph  |
| Benetes, Jose      | Elias, Irene          | Gren, Fred         |
| Benetes, Pedro     | Elias, Matilde        | Green, Jim         |
| Blount, Alma       | Escalante, Mary       | Griffen, Henry     |
| Bloys, Beulah      | Escalante, Altagracia | Guidacan, Matilde  |
| Bufanda, Joe       | Escalante, Enrique    | Guidacan, Sarah    |
| Carroll, Geraldine | Farley, Robert        | Guldin, Michael    |
| Cosner, Edith      | Farley, Thelma        | Halbert, Crellie   |
| Cosner, Howard     | Farley, Thomas        | Harmon, Earl       |
| Cosner, Winona     | Flumerfelt, Percy     | MacLennan, Anita   |
| Chilson, Albert    | Flumerfelt, Helen     | Matley, Welcome    |
| Chilson, Warren    | Frizzell, Florence    | McCartney, Pauline |
| Cole, Annie        | Frizzell, Stella      | McMillan, John     |
| Cole, Emma         | Fryer, Henry          | Meyer, Clifford    |



|                     |                      |                        |
|---------------------|----------------------|------------------------|
| Meyer, Margare      | Noriega, Beatrice    | Shew, Gladys           |
| Miller, Horace      | Orta, Daniel         | Simmons, Linton        |
| Miller, Lawrence    | Ochoa, Luz           | Smith, Ira             |
| Miller, Floyd       | Rogers, Annie        | Smith, Cecil           |
| Mims, Thomas        | Rogers, Eva          | Smith, Ida             |
| Mims, Mary          | Rogers, Elizabeth    | Smith, Edna            |
| Moss, Lulu Virginia | Rogers, Cecil        | Smith, William         |
| Mullen, Josephine   | Rogers, Jean         | Sosa, Enrique          |
| Haulot, Gertrude    | Rogers, Zillah       | Sosa, Reynaldo         |
| Haverty, Pearl      | Ruiz, Ruiz           | Sotello, Edith         |
| Hilbers, Cecil      | Ruiz, Mary           | Spangler, Ruth         |
| Hilbers, Ida        | Sambrano, Frank      | Teeter, Zella          |
| Hill, Mary          | Sampson, Margaret    | Turner, Paul           |
| Hurtado, Jose       | Sarrategui, Gregoira | Turner, Ethel          |
| Imperial, Amalia    | Sarrategui, Lupe     | Uvez, Carmelita        |
| Johnston, Janet     | Seals, Irvin         | Uvez, Elias            |
| Johnston, Miriam    | Powell, Fletcher     | Uvez, Frances          |
| Lohman, Henry       | Pulsifer, Dean       | Uvez, Manuel           |
| Lopes, Andres       | Pulsifer, Maurice    | Valencia, Maria        |
| Ochoa, Jose         | Pulsifer, Paul       | Valencia, Petra        |
| Oviedo, Rosa        | Rhymer, Floyd        | Valenzuela, Antonio .. |
| Oviedo, Susie       | Rhymer, Nellie       | Van Riter, Eleanor     |
| Pavell, Gussie      | Robbins, Dick        | Warner, Ruth           |
| Pavell, August      | Springer, Dorothy    | Westover, Stella       |
| Pemberton, Frank    | Stalie, Robert       | White, Elvin           |
| Pemberton, Goldie   | Stewart, Oka         | White, Irval           |
| Perry, Cipo         | Story, Iona          | Windes, Nora           |
| Perry, Walter       | Striplin, Virgil     | Windes, Leldon         |
| Perry, Wesley       | Surface, Henry       | Williams, Hazel        |
| Perry, Eddie        | Surface, Julia       | Williams, Myrtle       |
| Philes, George      | Surface, Maude       | Williams, Susie        |
| Pike, Raymond       | Sutton, Beatrice     | Workman, Mildred       |
| Pitts, Harvey       | Sutton, Lillian      | Zimmerman, Erdene      |
| Murchison, Dan      | Teeter, Ronald       | Zimmerman, Erma        |
| Noriega, Lionel     | Teeter, Earl         | Zimmerman, Wesley      |
|                     | Teeter, Helene       |                        |

### Summary of Registration

|                         |     |
|-------------------------|-----|
| Normal Department ..... | 272 |
| Training School .....   | 176 |
| Total .....             | 448 |

# Alumni Register

## CLASS OF 1887

| Name                                                   | Address             |
|--------------------------------------------------------|---------------------|
| Etta Bromell (Mrs J. Webster Johnson).....             | Los Angeles, Cal.   |
| Georgia A. Holmesley.....                              | Clifton             |
| Reese M. Ling (District Attorney, Yavapai County)..... | Prescott            |
| Colonel J. H. McClintock.....                          | Postmaster, Phoenix |
| Gertrude Pomeroy *.....                                |                     |

## CLASS OF 1888

|                                         |       |
|-----------------------------------------|-------|
| Kate Cummings (Mrs. Fisher Bailey)..... | Tempe |
| Martha Sears * .....                    |       |
| Henry Q. Robertson .....                | Mesa  |

## CLASS OF 1890

|                                       |       |
|---------------------------------------|-------|
| Nanna Brown (Mrs. John Knight).....   | Tempe |
| Lena Coughran (Mrs. J. M. Sears)..... | Tempe |

## CLASS OF 1891

|                                              |                   |
|----------------------------------------------|-------------------|
| Lee Gray, LL. B. (Yale.1893) (Attorney)..... | Los Angeles, Cal. |
| Josephine Frankenberg .....                  | Tempe             |

## CLASS OF 1892

|                                            |                   |
|--------------------------------------------|-------------------|
| Lillian J. McAllester .....                | Los Angeles, Cal. |
| Victoria B. Shaw (Mrs. Geo. K. Smith)..... | Tucson            |

## CLASS OF 1893

|                                                       |                     |
|-------------------------------------------------------|---------------------|
| Mamie Anderson (Mrs. J. E. Boyd).....                 | Wickenburg          |
| Agnes Halbert .....                                   |                     |
| W. I. Melton .....                                    | Toluca, Cal.        |
| Lidia Rembert .....                                   | San Francisco, Cal. |
| Mary Wingar (Mrs. Harry Archbald).....                | Pasadena, Cal.      |
| Chas. C. Wolf, LL. B. (Univ. of Col.) (Attorney)..... | Tempe               |

## CLASS OF 1894

|                                                     |                     |
|-----------------------------------------------------|---------------------|
| Myrtle Alpin (Physician at Napa Insane Asylum)..... |                     |
| .....                                               | East Highland, Cal. |
| Joseph T. Birchett .....                            | Tempe               |
| Addine Bury (Mrs. Ira Reedy) .....                  | Berkeley, Cal.      |
| Nettie Clay ( Mrs. Ashby Hawes).....                | Tempe               |
| Agnes Dobbie (Mrs. J. D. Loper) .....               | Phoenix             |
| Allie Gray (Mrs. Joe Sparks).....                   | El Paso, Texas      |
| Leroy F. Hill .....                                 | Birmingham, Ala.    |
| Mary E. McNeill .....                               | Tempe               |

\*Deceased.

| Name                                       | Address                |
|--------------------------------------------|------------------------|
| John Metz .....                            | Tucson                 |
| Blanche Newell (Mrs. S. L. McArthur).....  | Los Angeles, Cal.      |
| Rosina Pomeroy (Mrs. Adam R. Brewer) ..... | Safford                |
| Ella Sanders (Mrs. Louis Cordon).....      | Dublin, Chihuahua, Mex |
| Anna R. Stewart .....                      | Tempe                  |
| Ida M. Wolf (Mrs. A. J. O'Connor).....     | Tempe                  |

## CLASS OF 1895

|                                                  |                               |
|--------------------------------------------------|-------------------------------|
| Mariam Anderson (Mrs. H. B. Davenport).....      | Swansea                       |
| John R. Bsichett .....                           | Tempe                         |
| John J. Carroll.....                             | Tempe                         |
| Carrie Culver .....                              | Corona, Cal.                  |
| Lottie Gibson (Mrs. R. L. Mullen).....           | Tempe                         |
| Allie Holmesley (Mrs. Josiah Williams) .....     | Pima                          |
| J. Wallace Morse .....                           | St. Louis, Mo.                |
| Chas. P. Mullen .....                            | Tempe                         |
| Rosco Walsworth, LL. D. (Harvard Univ. '05)..... |                               |
| .....                                            | 35 Orchard St., Revere, Mass. |
| Maude J. Welcome (Mrs. Hudson Searles).....      | Tucson                        |
| Bertha Wilson (Mrs. J. Oscar Mullen)*.....       |                               |
| E. Stanley Windes (Mrs Metzgar).....             | Tempe                         |

## CLASS OF 1896

|                                                 |                 |
|-------------------------------------------------|-----------------|
| J. Lawrence Abell .....                         | Tucson          |
| Nellie C. Culver (Mrs. Roy Frankenberg).....    | Imperial, Cal.  |
| Don J. Frankenberg .....                        | Tempe           |
| Nott E. Guild .....                             | Red Rock        |
| Florence G. Hanna (Mrs. J. B. Flummerfelt)..... | Tempe           |
| Carl T. Hayden, U. S. Congressman .....         | Washington D.C. |
| Jane M. Hedgepeth .....                         | Phoenix         |
| Lewis G. Hedgepeth .....                        | Phoenix         |
| Georgia A. Hendrix (Mrs. L. C. Austin) .....    | Tempe           |
| Amina W. McNaughton (A. B. 1898).....           | Pasadena, Cal.  |
| Deborah I. Morris (Mrs. Doane Merrill).....     | Benson          |
| Bertha M. White (Mrs. Reese).....               | Bisbee          |
| Julia R. Nichols (Mrs. C. B. Calhoun) .....     | Tempe           |
| Roy Frankenberg .....                           | Imperial, Cal.  |

## CLASS OF 1897

|                                                 |                   |
|-------------------------------------------------|-------------------|
| May A. Austin (Mrs. William M. Goodwin).....    | Tempe             |
| Julius G. Hansen .....                          | Los Angeles, Cal. |
| Adele Hauxhurst .....                           | Redondo, Cal.     |
| May C. Huffer (Mrs. Bondhower) .....            | Globe             |
| Jane P. Martin (Mrs. Verner A. Vanderhoof)..... | Scottsdale        |
| Ana M. Miller (Mrs. L. D. Yeager).....          | Phoenix           |
| Clara M. Miller* (Mrs. Z. M. Zander) .....      |                   |

\*Deceased

| Name                                   | Address                |
|----------------------------------------|------------------------|
| Flora L. Mills *                       | .....                  |
| J. Oscar Mullen                        | .....Postmaster, Tempe |
| Ada M. Payton (Mrs. William Dodenhoff) | .....Phoenix           |
| Mary C. Robinson (Mrs. W. J. Bowen)    | .....Mesa              |
| Lucy M. Schwarz                        | .....Mesa              |
| Addie Sirrine (Mrs. Ellis Johnson)     | .....Mesa              |
| Verner A. Vanderhoof                   | .....Scottsdale        |
| Walter S. Wilson                       | .....Phoenix           |
| Alice B. Windes                        | .....Flagstaff         |

## CLASS OF 1898

|                                        |                        |
|----------------------------------------|------------------------|
| Edith R. Abell (Mrs. Drane)            | .....Mesa              |
| Mary C. Bosbyshell (Mrs. Chas. Rhone)  | .....Douglas           |
| Flora N. Cohn                          | .....Los Angeles, Cal. |
| Elizabeth W. England *                 | .....                  |
| Louie V. Gage (Mrs. Dennett)           | .....Phoenix           |
| Una B. Hanna (Mrs. E. G. Decker)       | .....Globe             |
| J. Wesley Hill                         | .....Phoenix           |
| Olive J. Maxwell (Mrs. C. A. Stewart)  | .....Los Angeles, Cal. |
| Florence A. McKee (Mrs. Chas. Arnold)  | .....Phoenix           |
| Julia E. Melton                        | .....Downey, Cal.      |
| Mary R Moore (Mrs. J. T. Hood)         | .....Bisbee            |
| Ethel M. Orme (Mrs. E. W. Lewis)       | .....Phoenix           |
| Charlotte E. Perry (Mrs. Homer Reddin) | .....Long Beach, Cal.  |
| William R. Price                       | .....Phoenix           |
| Clyde A. Stewart                       | .....Los Angeles, Cal. |
| Ida Warren Swiggert (Mrs. Van Kirk)    | .....Phoenix           |
| Walter H. Wilbur                       | .....Banker, Tempe     |

## CLASS OF 1899

|                                            |                           |
|--------------------------------------------|---------------------------|
| Garnett Allison                            | .....Mesa                 |
| Bessie Frances Archbald                    | .....Los Angeles, Cal.    |
| Eva L. Bowyer (Mrs. E. N. Jenkins)         | .....El Paso, Texas       |
| Lutie Marion Carlyle                       | .....San Bernardino, Cal. |
| Nellie E. Clark (Mrs. A. M. Harmer)        | .....Tempe                |
| Robert O. Duncan                           | .....Phoenix              |
| Inez B. Fisher (Mrs. T. A. Collins)        | .....Phoenix              |
| Jessica Frazier                            | .....Denver, Colo.        |
| Martha Garnett                             | .....Phoenix              |
| Garfield A. Goodwin                        | .....Tempe                |
| Lena Rivers Hartsfield                     | .....Mesa                 |
| Ella Leota Hauxhurst (Mrs. Harry Galliver) | .....Phoenix              |
| Harry G. Hendrix                           | .....Globe                |
| Benjamin E. Hicks                          | .....Globe                |

\*Deceased.



| Name                                         | Address           |
|----------------------------------------------|-------------------|
| Margaret Beatrice Hughes.....                | Tempe             |
| Frank R. Kellner (Mrs. J. Baxter Lewis)..... | El Paso, Texas    |
| D. Maude Lincoln (Mrs. A. C. Lockwood).....  | Douglas           |
| Alice A. Morse .....                         | Seattle, Wash.    |
| Lillian M. Murray (Mrs. Irving Andrews)..... | Los Angeles, Cal. |
| Grace Newell (Mrs. Guy Collins).....         | Roosevelt         |
| Edna A. Ozanne (Mrs. Walter S. Wilson).....  | Phoenix           |
| L. Clay Henshaw (Mrs. Ed Bowers).....        | Phoenix           |
| Zebulon Pearce .....                         | Mesa              |
| Minnie A. Perry * (Mrs. Joe Bassett).....    |                   |
| Madge P. Richmond (Mrs. Oscar Roberts) ..... | Phoenix           |
| Gilbert States, M. D. ....                   | Franklin, Idaho   |
| Ida W. Temple (Mrs. E. C. Piper).....        | Benson            |
| Ruby M. Tucker (Mrs. Chas. Woolf).....       | Tempe             |
| Lillian A. Vaughn (Mrs. J. Dunbar) .....     | Benson            |
| Emma Peyton (Mrs. Geo. Swindel).....         | Manila, P.I.      |
| Mary Malvina Wallace (Mrs. A. W. Woods)..... | Bisbee            |
| Veronica White (Mrs. A. M. Woods) .....      | Bisbee            |
| Lulu Belle Wingar (Mrs. R. R. Root) .....    | Pima              |

Owing to the action of the Board in extending the course of study, no class was graduated in 1900.

#### CLASS OF 1901

|                                                              |                  |
|--------------------------------------------------------------|------------------|
| Noble Carter .....                                           | Manila, P. I.    |
| Alma Morgan Davis .....                                      | Higley           |
| Alice A. Fultz (Mrs. Archambeau) .....                       | Prescott         |
| Hattie M. Green (Mrs. Henry Lockett) .....                   | Phoenix          |
| Edna Lucy Greenleaf * .....                                  |                  |
| Dean Ely Goodwin .....                                       | Ann Arbor, Mich. |
| Minnie A. Hill (Mrs. J. A. Britz) .....                      | Hayden           |
| Elizabeth India Hedgepeth (Mrs. James Monroe Ressinger)..... |                  |
| .....                                                        | San Diego, Cal.  |
| Josephine K. Hottinger (Mrs. Jessie Bunk) .....              | Santa Rosa, Cal. |
| Perla E. Martin (Mrs. Ed. Halderman) .....                   | Bisbee           |
| Elenor Atlee Merriam (Mrs. Charles McDonald) .....           | Phoenix          |
| Mary Emma McNulty .....                                      | Tempe            |
| Helen Marion Stewart (Mrs. Ellis Wilcox) .....               | St. David        |
| Serretta Anne Serrine (Mrs. Clarence Paddock) .....          | Mesa             |
| Elizabeth Schwarz (Mrs. Jones) .....                         | Mesa             |
| Charles Albert Stauffer .....                                | Phoenix          |
| Ethel M. Wilbur (Mrs. W. Dorman) .....                       | Mesa             |
| L. Grace Webb (Mrs. Philo Ozanne) .....                      | Phoenix          |

#### CLASS OF 1902

|                                         |         |
|-----------------------------------------|---------|
| Alice B. Appleby (Mrs. H. Wagnon) ..... | Douglas |
|-----------------------------------------|---------|

\* Deceased.

| Name                                   | Address                  |
|----------------------------------------|--------------------------|
| Rachel Brady (Mrs. Levy Walker)        | Tempe                    |
| Jessie F. Creager (Mrs. J. Kelly)      | Los Angeles, Cal.        |
| Florence C. Ford (Mrs. M. Tribby)      | Prescott                 |
| J. H. Gerard                           | San Francisco            |
| Leona L. Gibson                        | Whittier, Cal.           |
| Grace M. Goodwin (Mrs. T. T. Waterman) | 2213 Union St., Berkeley |
| Charles A. Haigler                     | Tempe                    |
| Victoria F. Harmon                     | Tempe                    |
| Leona M. Haulot                        | Tempe                    |
| Clara W. Johnson                       | Phoenix                  |
| D. D. Jones                            | Thatcher                 |
| Orren C. Jones                         | Mesa                     |
| Stella F. Ross (Mrs. M P Holliday)     | Mesa                     |
| Mary J. C. Snyder (Mrs. Kendrick)      | Don Luis                 |
| Orpha C. Standage (Mrs. O. Babbitt)    | Phoenix                  |
| Edith F. Stewart (Mrs. J. Lane)        | Bisbee                   |
| Harry R Trusler, AM.;LL. B.            | Gainesville, Fla.        |

CLASS OF 1903

|                                                    |                           |
|----------------------------------------------------|---------------------------|
| Charles Alexander                                  | Tempe                     |
| Raymond H. Alexander                               | Tempe                     |
| Elizabeth Cosner                                   | Tempe                     |
| Alice Curnow                                       | Globe                     |
| E. Murray Curnow *                                 |                           |
| Lelia Hicks (Mrs. Thomas Long)                     | Livingstone               |
| Rose Irene Hottinger                               | Santa Rosa, Cal.          |
| Janie Izora Irvine (Mrs. J. M. Lindsey)            | Mesa                      |
| Ida May Johnson (Mrs. Ira H. Frankenberg)          | Tempe                     |
| Emma Laura King* (Mrs. Alma Davis)                 |                           |
| Mamie Gertrude King                                | Phoenix                   |
| Lynn M. Laney, L. L. B. Stanford University        | Phoenix                   |
| Ina Lucinda Listerbarger (Mrs. J. Randolph Hamlin) |                           |
|                                                    | 618 Gail St., Los Angeles |
| Clarence Mark Paddock                              | Mesa                      |
| George Reed                                        | San Diego, Cal.           |
| Elmer F. Ruse                                      | Mesa                      |
| Orrin L. Standage                                  | Tempe                     |

CLASS OF 1904

|                                      |                   |
|--------------------------------------|-------------------|
| Deborah Allen                        | Mesa              |
| Rebecca Allen (Mrs. O. A. Phelps)    | Mesa              |
| Winnifred E. Allison (Mrs. Johns)    | Globe             |
| Fannie Armitage (Mrs. M. J. Roberts) | Benson            |
| Helen Axtell                         | Tombstone         |
| Ernest Corbell                       | Los Angeles, Cal. |

\* Deceased.

| Name                                      | Address                           |
|-------------------------------------------|-----------------------------------|
| Grace Culver .....                        | 409 W. 2nd St., Los Angeles, Cal. |
| Lucy Cummings (Mrs. J. F. Warner) .....   | Tempe                             |
| Mabel Goldsworthy (Mrs. Fred Kenny) ..... | Bisbee                            |
| Alice Grier (Mrs. Marion Kays) .....      | Richfield, Idaho                  |
| Adelaide Kindred (Mrs. O. C. Fouse) ..... | Phoenix                           |
| Louise Lynd .....                         | Tempe                             |
| Sallie Miller (Mrs. Paul Seitz) .....     | Lordsburg, N. Mex.                |
| Mary Millet (Mrs. Alma Davis) .....       | Mesa                              |
| Charlotte Mullen .....                    | Tempe                             |
| Getha Munds (Mrs. A. A. Benedict) .....   | Camp Verde                        |
| Jennie Munds (Mrs. David Wingfield) ..... | Camp Verde                        |
| Della Penn .....                          | Santa Monica, Cal.                |
| Ida Penn .....                            | Santa Monica, Cal.                |
| Pansy Robbins (Mrs. H. H. Huffer) .....   | Spring Valley, Cal.               |
| Marion Thomas *                           |                                   |
| Everett Wilbur .....                      | Mesa                              |
| Maude Wilson .....                        | Tempe                             |

## CLASS OF 1905

|                                            |                                               |
|--------------------------------------------|-----------------------------------------------|
| Florence Armitage .....                    | Fairbanks                                     |
| Jessie Blake .....                         | Tempe                                         |
| Jessie Clark .....                         | Benson                                        |
| Mattie Corbell (Mrs. Harry Brown) .....    | Lathrop, Cal.                                 |
| Alice DeForest .....                       | Troy                                          |
| Nellie Duncan (Mrs. Everett Wilbur) .....  | Mesa                                          |
| Frank Dykes .....                          | Clifton                                       |
| Alice Greenleaf (Mrs. Francis Byrne) ..... | Florence                                      |
| Ione Greenleaf .....                       | Yuma                                          |
| Edgar Hendrix .....                        | Roundup, Mont.                                |
| Frank Hough .....                          | Phoenix                                       |
| Alma Jones .....                           | Mesa                                          |
| Laverna Lossing .....                      | Flagstaff                                     |
| Bertha Lyall .....                         | Phoenix                                       |
| Ina McComas .....                          | Tempe                                         |
| Helen MacIntyre .....                      | Phoenix                                       |
| Mary Mullen (Mrs. Lynn Palmer) .....       | Douglas                                       |
| Elma Pulsifier (Mrs. Cone Webb) .....      | Phoenix                                       |
| Margaretha Schwarz .....                   | Mesa                                          |
| Harry Van Noate.....                       | Case School of Applied Science, Cleveland, O. |
| Vessa Wright (Mrs. Chas. Merrill) .....    | Bisbee                                        |

## CLASS OF 1906

|                                           |                     |
|-------------------------------------------|---------------------|
| Laura Agnew .....                         | Clifton             |
| Mable Anderson (Mrs. John F. Dooley)..... | Bracketville, Texas |
| Harry Brown .....                         | Lathrop, Cal.       |
| Mamie Cain .....                          | Prescott            |

\* Deceased.

| Name                                | Address         |
|-------------------------------------|-----------------|
| Clara Clem (Mrs. Norman P. Palmer)  | Camp Verde      |
| Eula Clem (Mrs. W. H. Dougherty)    | Wickenburg      |
| Delila Carrol (Mrs. W. F. Drew)     | Mesa            |
| Maude Collins (Mrs. Elmer Redden)   | Benson          |
| Alma Cowen (Mrs. J. F. Tresler)     | Hillyard, Wash. |
| Iva Cox                             | Tausred, Cal.   |
| Olivia Doherty                      | Nogales         |
| Ethel Doherty                       | Nogales         |
| Harriet Gaddis (Mrs. S. T. Span)    | Clifton         |
| Genevieve Gerald                    | Globe           |
| Ada Halderman                       | Dragoon         |
| Alma Harris (Mrs. Merton Stewart)   | Mayer           |
| Hazel Hendrix                       | Roundup, Mont.  |
| Alta Holmes                         | Phoenix         |
| Clifford Johnston                   | Tempe           |
| Bertram Jones                       | Mesa            |
| Rollin Jones                        | Mesa            |
| Reinhold Jungerman, A B, (Berkeley) | Mesa            |
| Mabel Kemp, (Mrs. A. C. Duffy)      | Vail            |
| James King                          | Phoenix         |
| Annes Keating (Mrs. Fred C. Ayer)   | Tempe           |
| Karl Lebrick                        | Covina, Cal.    |
| Lucy Leftwich                       | Jerome          |
| Anna Matthews                       | Tempe           |
| Carrie Marlar (Mrs. G. Bright)      | Phoenix         |
| Marina Priest                       | Tempe           |
| Clarence Standage                   | Phoenix         |
| Sadie Stauffer (Mrs. F. W. Griffen) | Tempe           |
| Jeane Standage (Mrs. Don Le Baron)  | Mesa            |
| Bertha Stewart (Mrs. C. Bodily)     | Mesa            |
| Mary Stilwell                       | Phoenix         |
| Elizabeth Ullman (Mrs. Roy Parsons) | Phoenix         |
| Hester Wallace                      | Bisbee          |
| Gladys Wright (Mrs. Bertram Jones)  | Mesa            |

## CLASS OF 1907

|                                   |                   |
|-----------------------------------|-------------------|
| Kathryn Barnett                   | Los Angeles, Cal. |
| Frankie Bellamy                   | Yuma              |
| Helen Benedict                    | Tombstone         |
| Helen Blome (Mrs. Norman Windes)  | Canal Zone        |
| Stella Brown (Mrs. A. Hadsell)    | Long Beach, Cal.  |
| Rena Cole                         | Tucson            |
| Josie Critchley                   | Tempe             |
| Fannie Dobbie                     | Mesa              |
| Olive Griffen (Mrs. Ray Nichols)  | Ray               |
| Mamie Hadsell (Mrs. A. R. Taylor) | Phoenix           |



| Name                                  | Address            |
|---------------------------------------|--------------------|
| Emma Haulot (Mrs. Henry Marlette)     | Los Angeles, Cal   |
| Maud Hayes                            | Monrovia, Cal.     |
| Fred Holmes                           | Oil Center, Cal.   |
| Genevieve Hubbard (Mrs. Frank Pettit) | Phoenix            |
| Rosa Jaime (Mrs. Fred Dick)           | Clifton            |
| Ethel Jones (Mrs. Nathan)             | Bisbee             |
| Lucy Kenney (Mrs. John McGregor)      | Bisbee             |
| Mary Leavell                          | Phoenix            |
| Kittie McNichol                       | Humboldt           |
| Alice Merritt (Mrs. George E. Brown)  | Minneapolis, Minn. |
| Nelly Murphy                          | Carmel, Cal.       |
| Georgia Quinn (Mrs. C. T. Menard)     | Ray                |
| Amelia Rabinovitz (Mrs. Curtis)       | Phoenix            |
| Eva Ruse (Mrs. C. Keebler)            | Tempe              |
| Lemmie Stauffer (Mrs. Tom Higley)     | Phoenix            |
| Maud Stewart (Mrs. M. Anderson)       | Hayden             |
| Edna Stobbs                           | Phoenix            |
| Palmyra Tamborino                     | Congress           |
| Carrie Thompson                       | McCabe             |
| Sydney Vensel                         | Phoenix            |
| Iva Walker (Mrs. Lewis Hallenbeck)    | Salida, Colo.      |

## CLASS OF 1908

|                                        |             |
|----------------------------------------|-------------|
| F. Herbert Ballou                      | Tempe       |
| May Benson (Mrs. J. Clifford)          | Los Angeles |
| Maude B. Cummings                      | Tempe       |
| Helen Duval                            | Phoenix     |
| Iva Easterwood                         | Phoenix     |
| Catherine Fitzgerald                   | Prescott    |
| Mary Haulot                            | Tempe       |
| Johnnie Hazelwood                      | Globe       |
| Doctor Jones                           | Mesa        |
| Blanche McKee (Mrs. Leon Jones)        | Salome      |
| Josephine McPherson                    | Tombstone   |
| Lou Marlar                             | Phoenix     |
| Harriett Merritt (Mrs. William LePage) | Tempe       |
| Irving Meskimons                       | Phoenix     |
| Halbert Miller                         | Tempe       |
| Artemus Millet                         | Mesa        |
| Maud Perry                             | Tempe       |
| Nellie Pine                            | Mesa        |
| Gertrude Potts                         | Kingman     |
| Inez Robbins (Mrs. Marshall Brown)     | Payson      |
| Della Schaal (Mrs. Halbert Miller)     | Tempe       |
| Belle Stephens (Mrs. Wiggernhorn)      | Pasadena    |
| Nellie Trent                           | Mesa        |

| Name                                    | Address       |
|-----------------------------------------|---------------|
| Corinne Van Noate (Mrs. Ralph Blount)   | Glendale      |
| Nell Louise White (Mrs. Orrin Standage) | Tempe         |
| Lottie Wiatt                            | Phoenix       |
| Mabel Woolf                             | Tempe         |
| Sara Hayden                             | Seattle Wash. |

## CLASS OF 1909

|                                     |                   |
|-------------------------------------|-------------------|
| Florence Alexander                  | Phoenix           |
| Ethel Armitage                      | Benson            |
| Elizabeth Axtell                    | Tombstone         |
| Zelma Babbitt (Mrs. George Allison) | Mesa              |
| Zollie Bell                         | Douglas           |
| Isabel Blakely (Mrs. J. C. Minge)   | Seattle, Wash.    |
| Lillian Bryant                      | Phoenix           |
| Vera Buck (Mrs. Fred Patterson)     | Tempe             |
| Marcia Carter                       | Phoenix           |
| Nellie Clarke (Mrs Delan Bouse)     | Morenci           |
| Rachel Cohen                        | Douglas           |
| Abbie Crawford                      | Douglas           |
| Edith Culley                        | Tucson            |
| Katherine Cunningham                | Bisbee            |
| Elsie Curtis                        | Pima              |
| Elzina Curtis                       | Thatcher          |
| Jennie Daggs                        | Williams          |
| John Dykes                          | Mesa              |
| Dora Jean Ellis                     | Pima Agency       |
| Mary Gardner                        | Los Angeles, Cal. |
| Millicent Gilleland                 | Tempe             |
| May Harmon                          | Tempe             |
| Nellie Harris                       | Tempe             |
| Zenobia Harmon                      | Mesa              |
| Ulah Hudlow                         | Tempe             |
| Veronica Irvine                     | Phoenix           |
| Ralph Kane                          | Phoenix           |
| Evelyn Kindred                      | Bisbee            |
| Jessie Lloyd                        | Morenci           |
| Mary McDonald                       | Prescott          |
| Henrietta Martin                    | Clifton           |
| Agnes Perry                         | Tempe             |
| Ivy Perry                           | Bisbee            |
| Clarence Pine                       | Tempe             |
| Lourdes Priest                      | Tempe             |
| Jean Quinn                          | Tempe             |
| Gladys Robinson                     | Mesa              |
| Ada Rock (Mrs. Smith)               | San Diego, Cal.   |
| Theadora Rodger                     | Los Angeles, Cal. |

## CLASS OF 1912

Carroll Belknap  
Inez Benedict  
Annie Brandenburg  
Francis Calkins  
Afton Clark  
Helen Collins  
Ercel Cooke  
Velma Coyle  
Lucy Cummings  
Blanche Cummins  
Flossie Dines  
Edith Doherty  
Bessie Felch  
Leona Foushee  
Lillias Goodfellow  
Miriam Heinrichs  
Erile Hughes  
Kenneth Johnston  
Mary Keating  
Ruth Kittle  
Delta Lisonbee

Bertha McKeen  
Allene McNeley  
Edith Mullen  
Lois Mullen  
Dan Peart  
Ralph J. Peck  
Mary E. Rains  
Ruth Robbins  
Carrie Rock  
Iva Rogers  
Mabel Rogers  
Flora Schoshusen  
Ethel Sirrine  
Lillian Stayton  
Marie Stewart  
May Stewart  
Maude Tong  
Eva Turner  
Beulah Waddill  
Jessie Waterhouse  
Grace Wood  
Ettie Young

Total number graduates, 483.

# Views of Buildings

AND

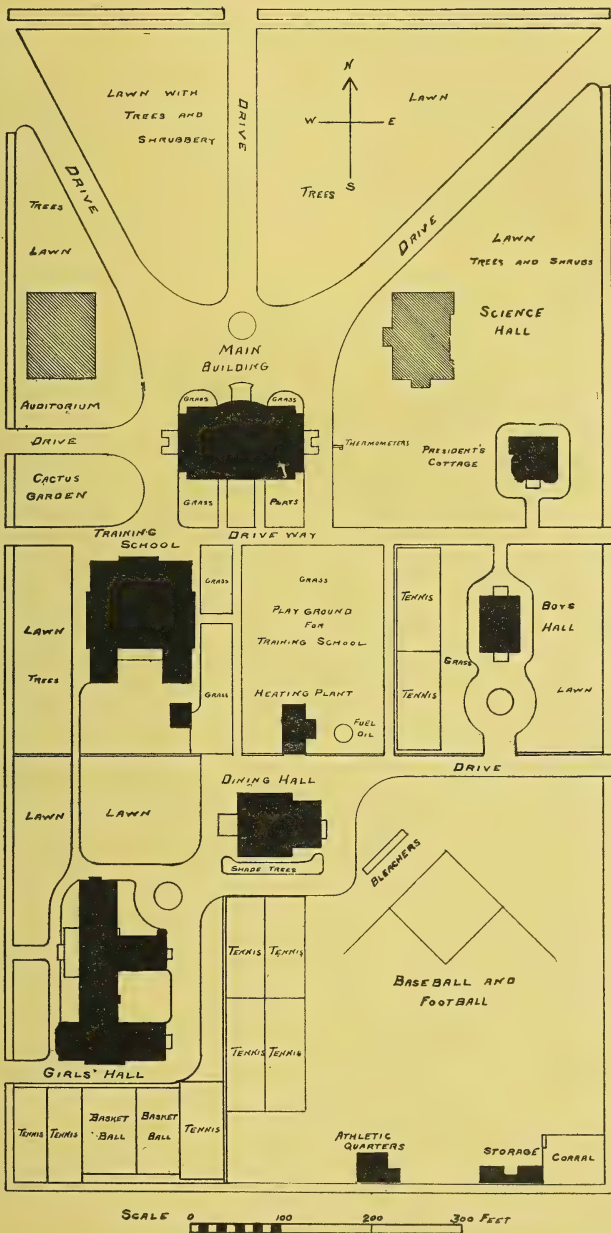
# School Activities



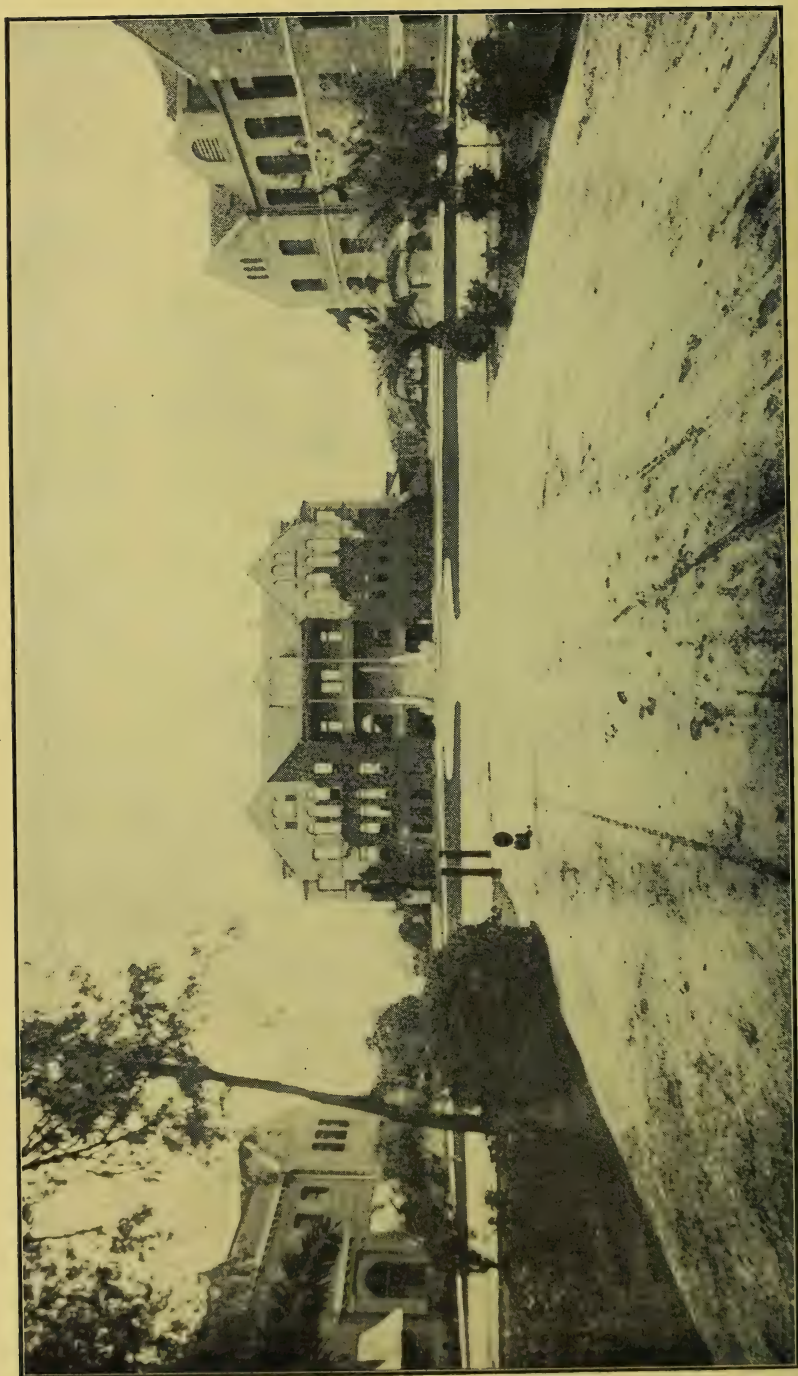
*Photos by Lyman, Tempe and Turnbull, Phoenix*



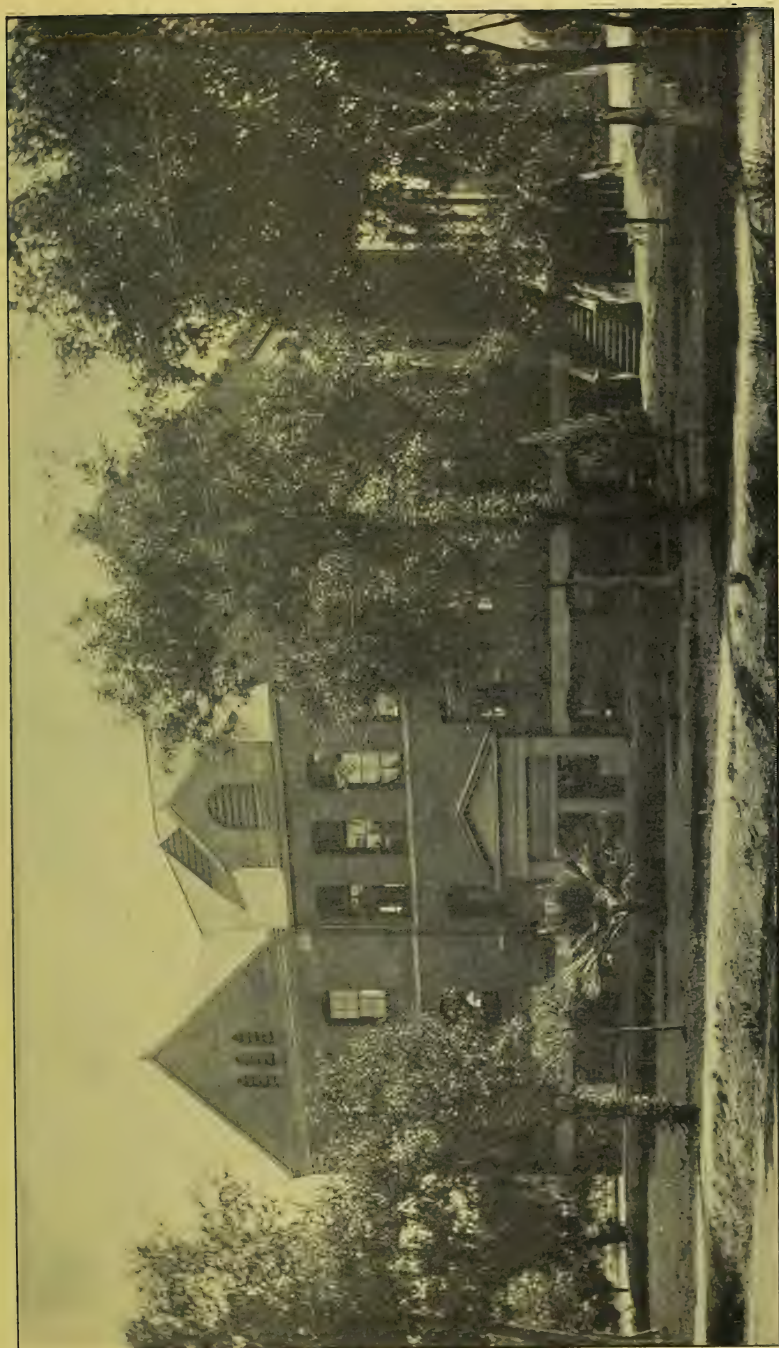




PLAT OF CAMPUS AND BUILDINGS



QUADRANGLE—PROFESSIONAL AND ACADEMIC BUILDINGS

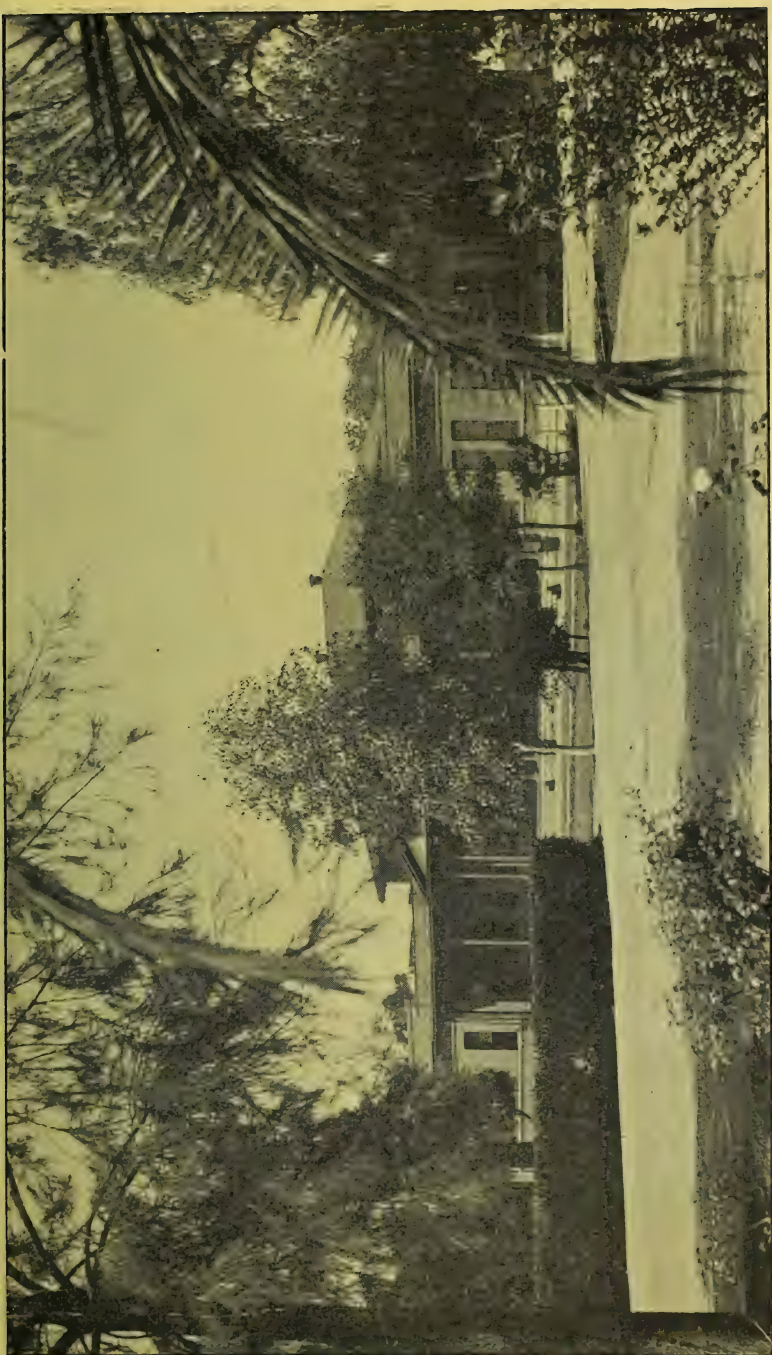


AUDITORIUM AND GYMNASIUM





SCIENCE AND OFFICE BUILDING



TRAINING SCHOOL



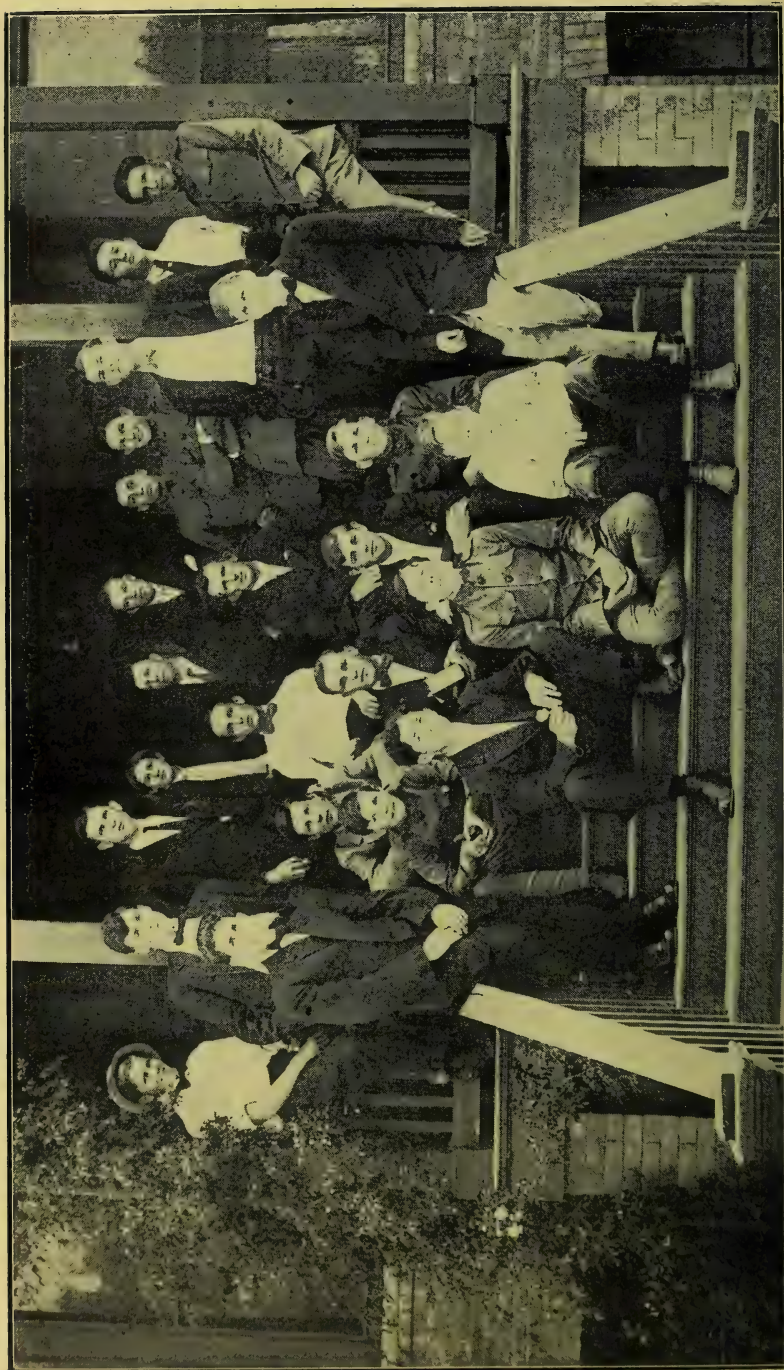
DINING HALL





LADIES' DORMITORY





GENTLEMEN'S DORMITORY



STAGE IN AUDITORIUM

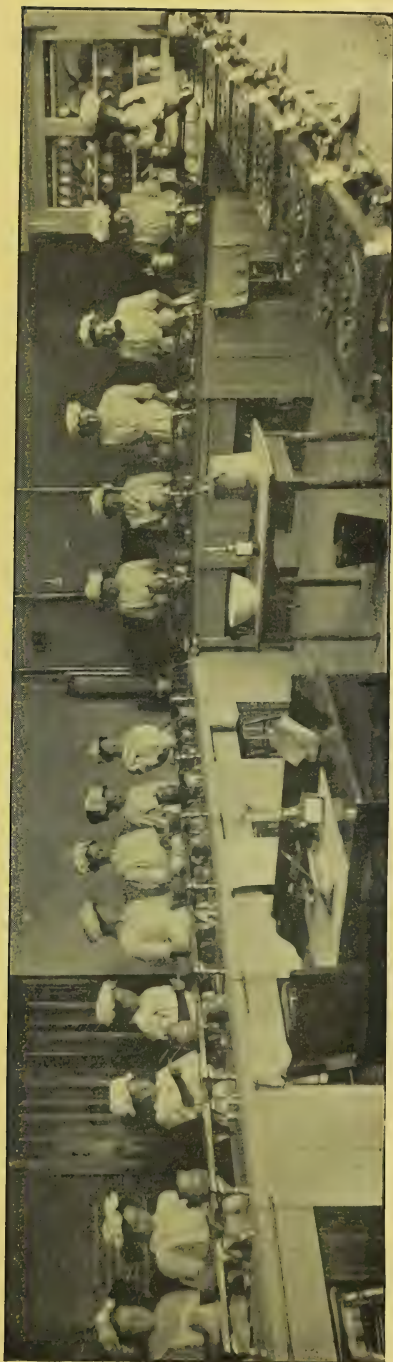




NEW ART CLASS ROOM

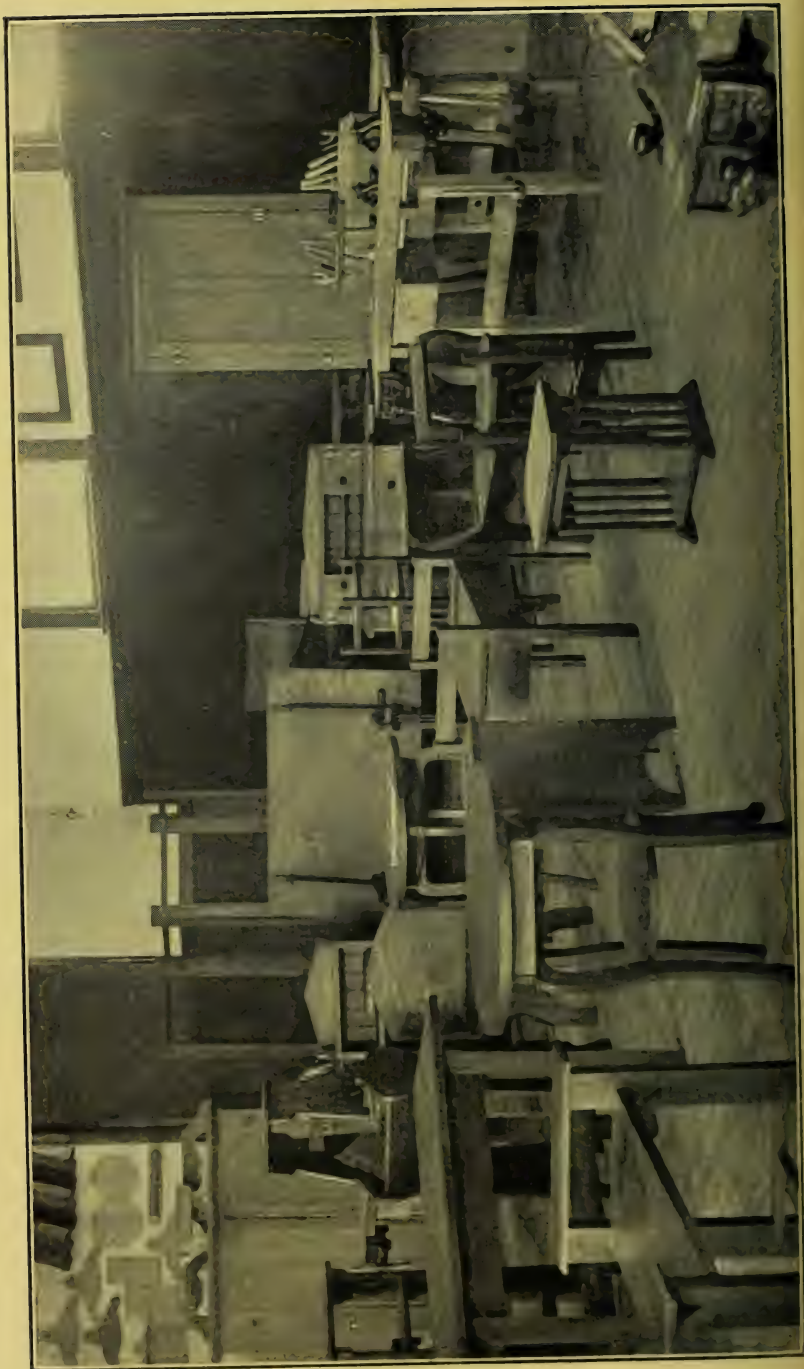


LIBRARY



DOMESTIC SCIENCE

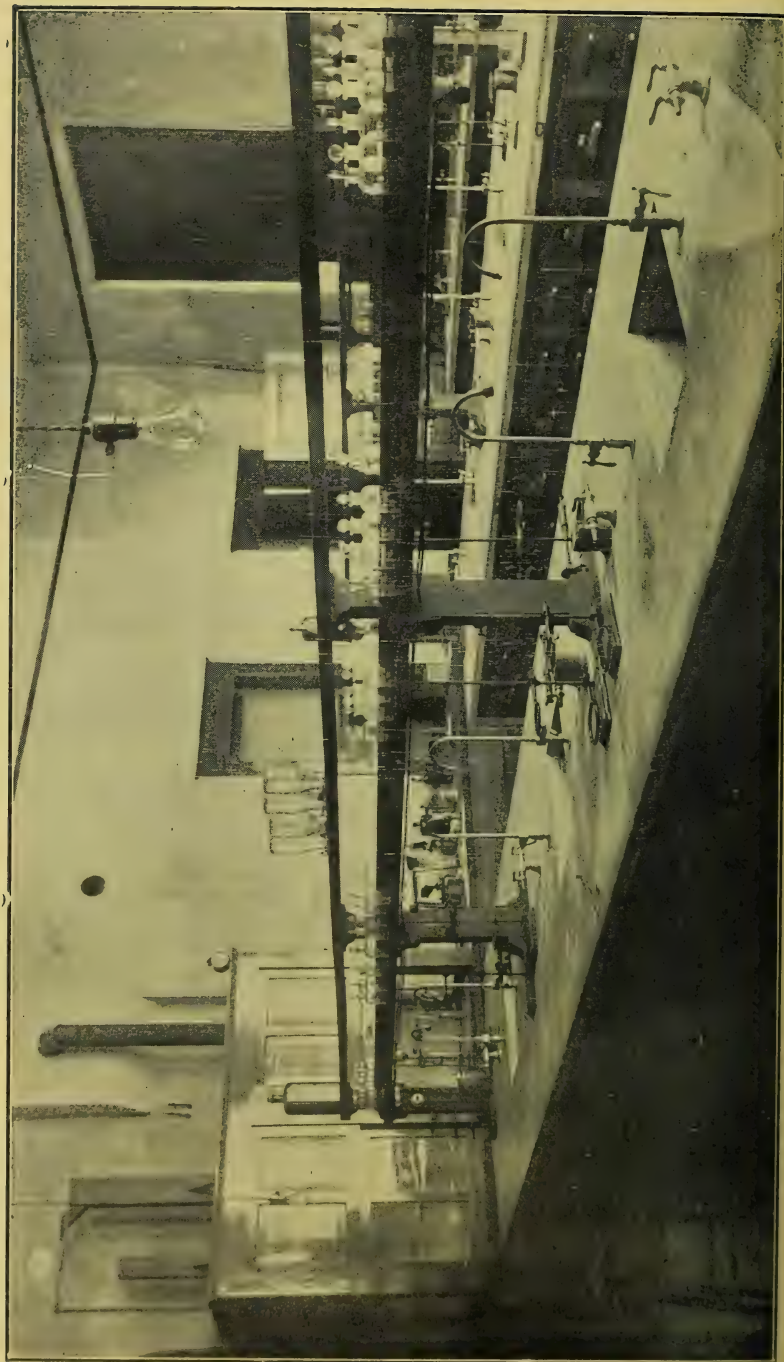




MANUAL TRAINING SHOP



BIOLOGICAL LABORATORIES



NEW CHEMICAL LABORATORY





CADET COMPANY

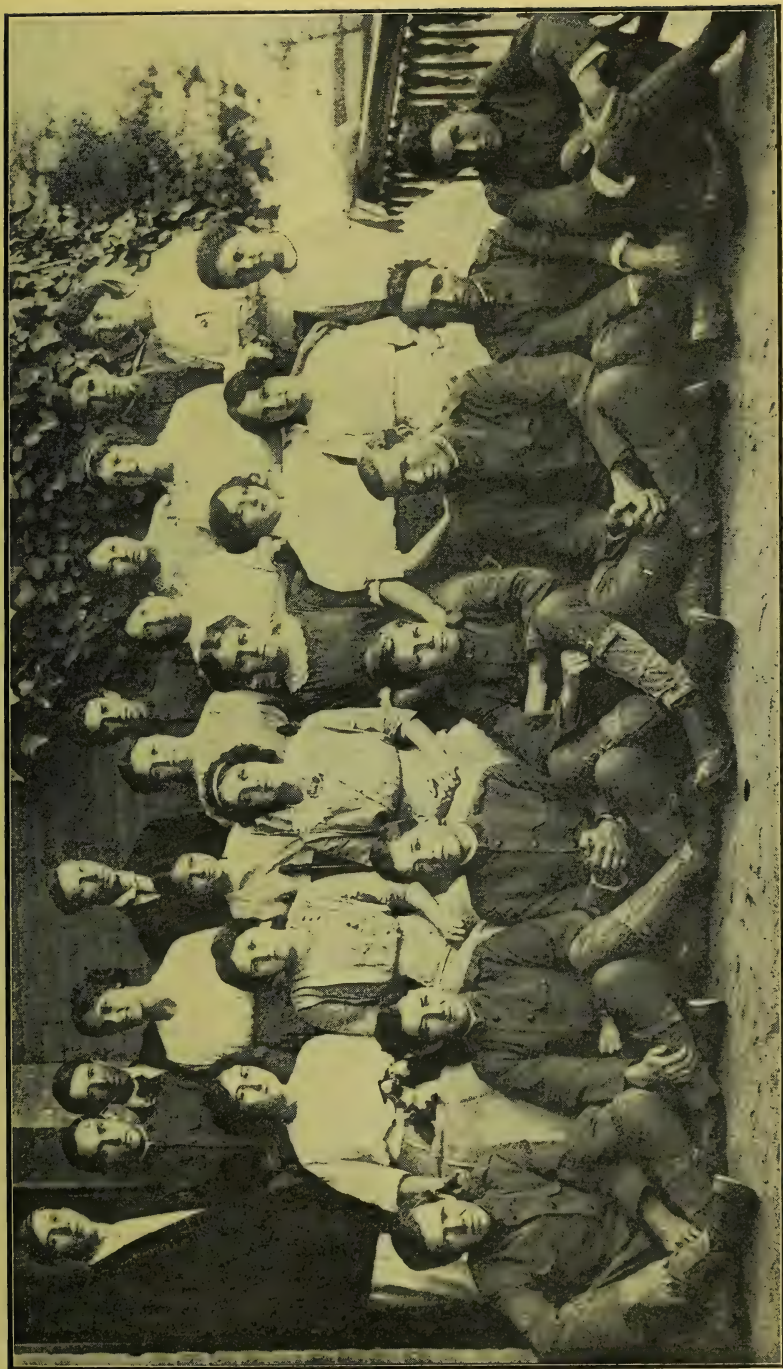




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ZETETIC LITERARY SOCIETY



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Valley Champions





BOYS' BASKET BALL TEAM  
Valley Champions

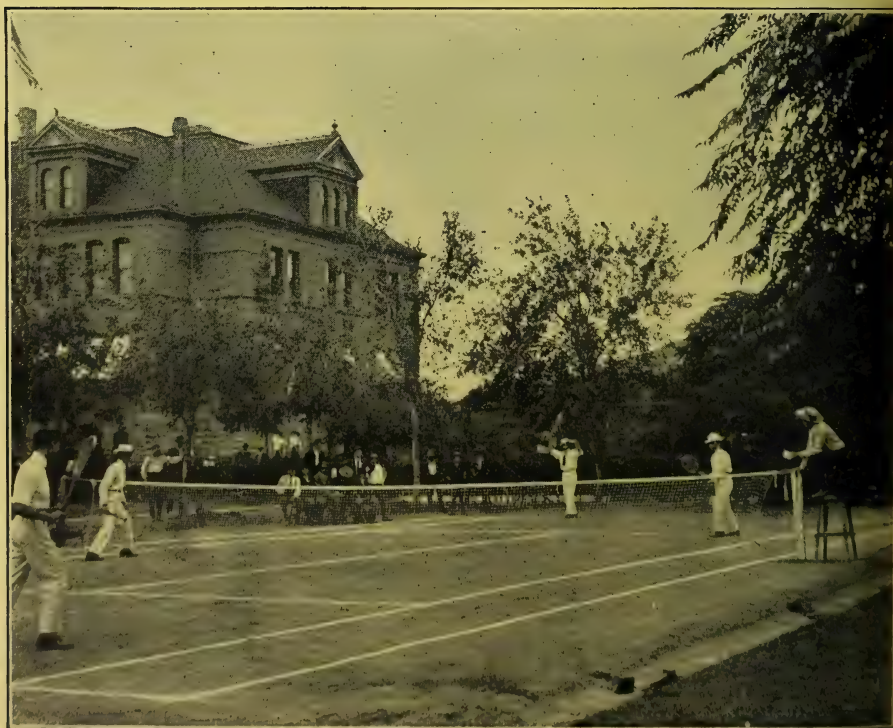


BASEBALL TEAM  
Valley Champions

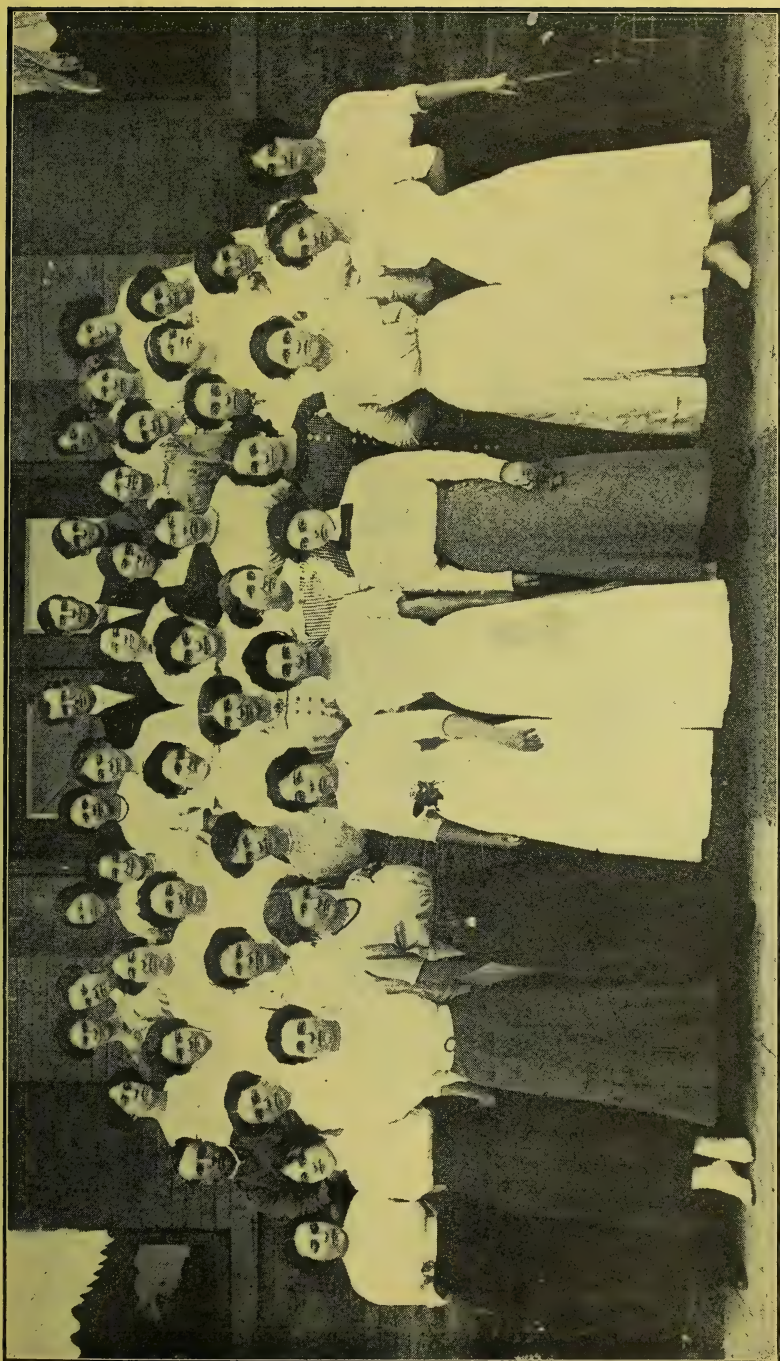




TENNIS—LADIES' DOUBLES



TENNIS—GENTLEMEN'S DOUBLES



GRADUATING CLASS, 1912



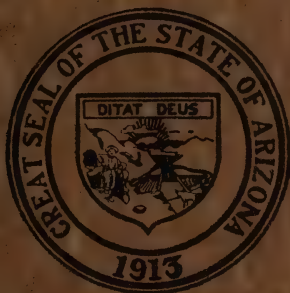






# The Tempe Normal School of Arizona

*At Tempe, Arizona*

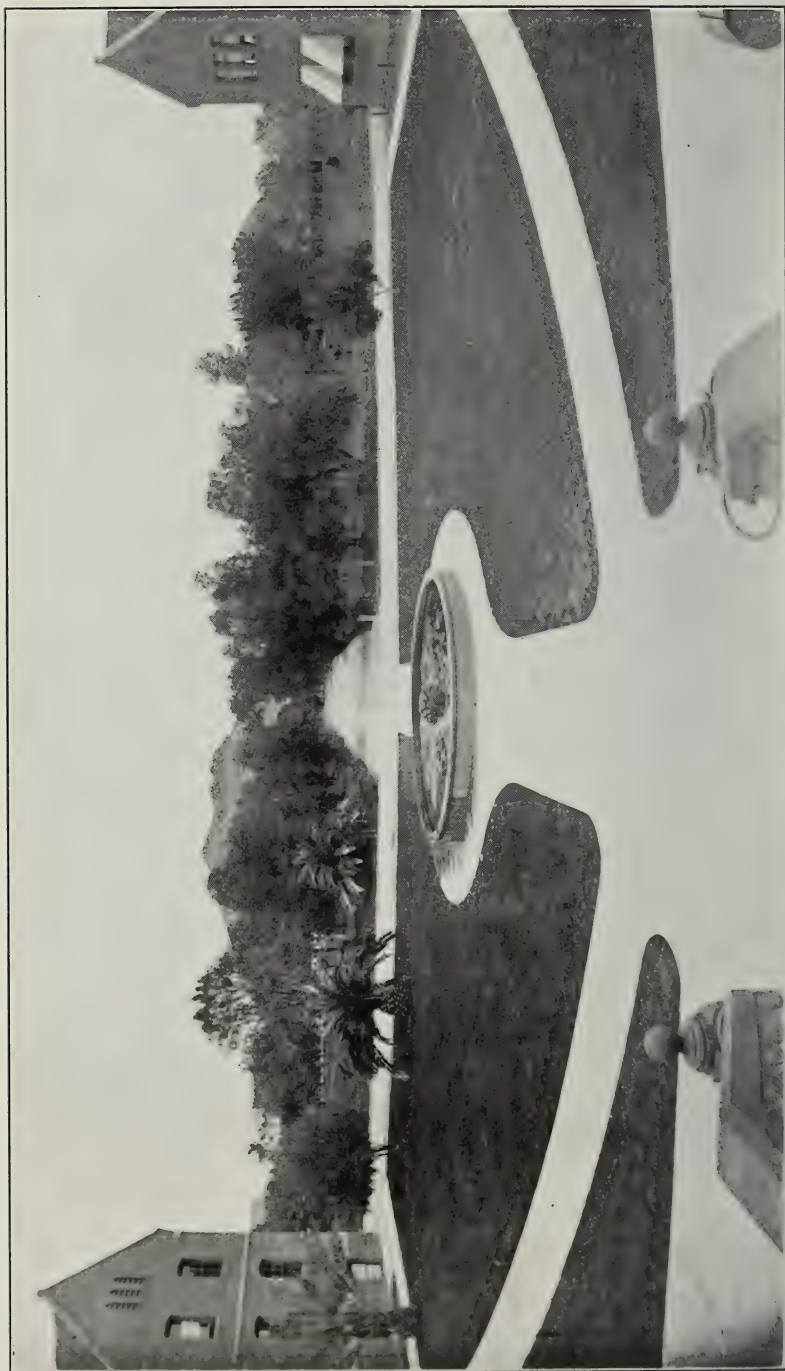


*Annual Catalogue*  
*1913 -1914*









THE QUADRANGLE

Twenty-Eighth Annual  
Catalogue of

# The Tempe Normal School of Arizona

At Tempe, Arizona

For the School Year

1913-1914

Phoenix, Arizona  
Republican Print Shop  
1913



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## Calendar 1913-14

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### 1913

|                                              |                |
|----------------------------------------------|----------------|
| First Semester begins.....                   | September 8    |
| Entrance Examination and Classification..... | September 8-9  |
| First Quarter ends.....                      | November 14    |
| Second Quarter begins.....                   | November 17    |
| Thanksgiving Vacation.....                   | November 27-28 |
| Holiday Vacation begins.....                 | December 20    |
| School opens.....                            | December 29    |

---

### 1914

|                                              |               |
|----------------------------------------------|---------------|
| First Semester ends.....                     | January 24    |
| Second Semester begins.....                  | January 26    |
| Entrance Examination and Classification..... | January 26-27 |
| Third Quarter ends.....                      | March 27      |
| Fourth Quarter begins.....                   | March 30      |
| Examination and Commencement Exercises.....  | June 1-5      |

### NORMAL BOARD OF EDUCATION

|                                                |         |
|------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction..... | Phoenix |
| C. F. Leonard, Secretary.....                  | Phoenix |
| Dr. B. B. Moeur.....                           | Tempe   |

### OFFICIAL BOARD OF VISITORS

|                                |         |
|--------------------------------|---------|
| C. Grant Jones.....            | Tempe   |
| Mrs. Eugene Brady O'Neill..... | Phoenix |
| Dr. F. E. Shine.....           | Bisbee  |

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### OFFICERS OF ALUMNI ASSOCIATION

|                                            |          |
|--------------------------------------------|----------|
| Ralph Peck, '12, President.....            | Glendale |
| Elizabeth Cosner, '03, Vice-President..... | Tempe    |
| Mrs. A. M. Harmer, '99, Treasurer.....     | Tempe    |
| Irma Schmidt, '09, Secretary.....          | Tempe    |

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### STATE BOARD OF EDUCATION

|                                                    |           |
|----------------------------------------------------|-----------|
| Hon. George W. P. Hunt, Governor of Arizona.....   | Phoenix   |
| Hon. C. O. Case, Supt. Public Instruction.....     | Phoenix   |
| Dr. Arthur H. Wilde, President University.....     | Tucson    |
| A. J. Matthews, Principal Tempe Normal.....        | Tempe     |
| Dr. R. H. H. Blome, Principal Northern Normal..... | Flagstaff |
| A. K. Stabler, Principal High School.....          | Phoenix   |
| W. Curtis Miller, County Supt. Schools.....        | Prescott  |
| O. F. Munson, City Supt. Schools.....              | Globe     |

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### STATE BOARD OF EXAMINERS

|                                                |         |
|------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction..... | Phoenix |
| John D. Loper, City Supt. Schools.....         | Phoenix |
| H. Q. Robertson, City Supt. Schools.....       | Mesa    |



## Faculty 1913-14

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|                                |                                      |
|--------------------------------|--------------------------------------|
| A. J. Matthews, President..... | School Law and School Economy        |
| F. M. Irish, Assistant.....    | Physical Science and Military Drill  |
| W. J. Anderson, B. S.....      | Drawing and Commercial Subjects      |
| J. L. Johnston.....            | Vocal Music                          |
| Geo. M. Frizzell, B. Pd.....   | Mathematics                          |
| James F. Hall, A. M.....       | Latin                                |
| Laura Dobbs.....               | Secretary to the President and Board |
| A. B. Clark.....               | Manual Training                      |
| F. G. Waide, Ph. D.....        | History and Civics                   |
| Edith Salmans, B. S.....       | Spanish and German                   |
| Lillias D. Francis.....        | Home Economics                       |
| James L. Felton, A. B.....     | English                              |
| C. Helene Burgess, B. O.....   | Elocution and Physical Culture       |
| Edith Turner, A. B.....        | Assistant in English                 |
| Ruth M. Wright.....            | Librarian                            |
| G. W. Henry, A. M.....         | Psychology and Biology               |
| John B. Griffing, A. M.....    | Agriculture                          |
| Anna R. Stewart.....           | Preceptress Girls' Dormitory         |

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|                         |                                       |
|-------------------------|---------------------------------------|
| Ira D. Payne, A. M..... | Director of Training School           |
| Mary E. McNulty.....    | Critic Teacher in Primary Grades      |
| Leona Haulot.....       | Critic Teacher in Grammar Grades      |
| Louise B. Lynd.....     | Critic Teacher in Grammar Grades      |
| Ida O'Connor.....       | Critic Teacher in Primary Grades      |
| Olive M. Gerrish.....   | Critic Teacher and Music Supervisor   |
| Theresa Anderson.....   | Critic Teacher in Intermediate Grades |

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|                       |                               |
|-----------------------|-------------------------------|
| George W. Wilson..... | Superintendent of Buildings   |
| L. C. Austin.....     | Carpenter and General Foreman |

# The Tempe Normal School of Arizona

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## GENERAL INFORMATION

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### ESTABLISHMENT AND PURPOSE

By an Act of the Legislative Assembly of Arizona, approved March 10, 1885, provision was made for the establishment of a Normal School at Tempe, Arizona. The act states the purposes for which this institution was founded to be "the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also to give instruction in mechanical arts and in husbandry and agricultural chemistry, in the fundamental laws of the United States and in what regards the rights and duties of citizens."

### LOCATION

It would be difficult to find a location for a school of this kind more favorable than Tempe, a town of 1,800 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona. Lying near the center of population of the state, Tempe is conveniently reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems thus bringing even the most distant counties within from eight to twenty hours' journey. The convenient railway connections are appreciated by those students who desire to make the most of their holiday vacations. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailing supply of fresh fruits and vegetables. The climate during the whole school year is not only delightful but wholesome and conducive to study. Snow is unknown and outdoor athletics and field excursions are carried on throughout the year.

Parents will derive satisfaction from the knowledge that the moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from the middle

and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences.

As the sale of liquors is prohibited in Tempe and the surrounding districts, the undesirable influence of the saloon is entirely eliminated.

The absence of the distractions of a large city is a distinct advantage to the student who wishes to make the most of his time and opportunities.

## THE CAMPUS

The campus is one of the most beautiful spots in the state. It comprises thirty acres of fine level land within convenient walking distance of the business portion of the town, and is arranged in a most attractive manner with broad, shady lawns, cement walks and gravelled drives, and a profusion of trees, shrubs, and flowers. Ten substantial buildings are well distributed over the grounds, and to the picture one must add the view of the distant mountains with their ever-changing lights and shadows and wonderful coloring. Ample facilities for outdoor recreation are provided in numerous tennis courts of approved construction, basketball courts, athletic field, running track, and baseball diamond. The school gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the table.

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## Description of Buildings

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### MAIN BUILDING

There is a central group comprising the main building, science hall, and auditorium which enclose a quadrangle of green sward in the center of which is a fountain containing various water plants. The first named of these buildings, which are all of red brick and stone, was erected in 1894. Its three stories give ample space for lecture rooms for the academic subjects, a large assembly hall with a seating capacity of three hundred and a library capable of housing ten thousand volumes and seating a hundred readers. The building is well lighted and ventilated and supplied with sanitary drinking fountains on each floor. Works of art, trophy cases and pictures, the gifts of the several graduating classes,

adorn the halls. The basement has several large rooms which are now used by the departments of manual arts and home economics, the student paper and the armory.

## SCIENCE HALL

One of the newest and best equipped buildings on the campus is the science hall, 92x70 feet, a commodious two-story structure. It provides on the first floor to the right and left of the entrance three large well-appointed rooms for the offices of the principal and secretary of the faculty. The rest of the floor is given up to the laboratories for physical, chemical and earth sciences. The laboratory for physiography and geography is very fully equipped with maps, charts, modelling tables, relief models, etc. A thermometer shelter containing a thermograph and a full set of thermometers is located close by on the campus.

The laboratories for chemistry and physics are spacious and well supplied with all the necessary apparatus including side tables, sinks and special apparatus for distilling water. Each table is equipped with gas, electricity and water. Between these rooms is a lecture theatre fitted with a projection lantern, electric generator, switchboard for control of demonstration currents, draft chambers and demonstration table. There are other small rooms devoted to photographic work, repair work and storage of stock.

The laboratories for biology and physiology are situated on the second floor. They have besides the necessary equipment for work in those sciences a large aquarium for the collection and preservation of specimens for class use, a projection lantern with microscopic attachments, a microtome and paraffin bath for the preparation and mounting of microscopic slides and a centrifuge for analysis of liquids. There is also a special laboratory for the instructor and a room for photographic work.

The art department occupies the northern half of this floor in order that advantage may be taken of the northern light. There are two large drawing rooms, each seating about twenty-five, and a storage room.

There is also on this floor a museum with a working collection representative of the fauna and flora of Arizona and of its mineral resources.



## AUDITORIUM AND GYMNASIUM

The auditorium, 72x100 feet, is by far the best of its kind in the state. With the balcony it has a seating capacity of one thousand. The acoustic properties, the means of ventilating, heating and emptying the building are everything that can be desired. The stage and stage properties are of the best and enable the school to stage the largest companies that come to the valley. The school and the community are treated each year to a number of high class entertainments that bring to us some of the best talent on the stage and platform today.

The gymnasium is fitted up with the usual apparatus, lockers, dressing-rooms and shower baths. Two galleries provide seating capacity for two hundred, while as many more can be seated on the floor of the gymnasium. An exhibition of the work of the several classes is given every year during commencement week.

## TRAINING SCHOOL

This building is located close to and south of the central group. It has a floor space of 120x136 feet and contains two offices, eleven classrooms and a large double assembly all on one floor. The classrooms are so arranged that easy access is had from each to the assembly. A marked feature is the lighting and ventilation of all the rooms. The play activities of the pupils are carried on under the supervision of the teachers. There is a separate playground with special equipment for this school. Besides the usual furniture of the school there is a library of over 500 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

## INDUSTRIAL ARTS BUILDING

This building, 130x135, will be three stories, including a basement, and constructed of concrete, faced with cream pressed brick. The lower or main floor will be taken up entirely with the manual arts. On the left of the re-entering court will be the office and library and draughting room. Behind these will be placed the lumber supply room, wood shop, pattern shop, and machine room. On the left of the court there will be rooms for textiles, book binding and printing, finishing woodwork and a lecture theatre. The upper floor will be devoted to the work in home economics

and in art. The former department includes an office, two sewing rooms, a fitting room, domestic science room, a laundry and a suite of housekeeping rooms.

On the north side of this floor are to be placed the rooms of the art department. They will include two drawing rooms, clay modeling and glazing and casting rooms and the office of the instructor.

The basement will provide for work in sheet-metal, forging and foundry. There will be an incline drive through the basement for the convenience of handling heavy materials. The building will have an elevator convenient to this driveway and running up to the upper floor.

## DORMITORIES

These buildings are models of comfort and attractiveness. The boys' dormitory is a two-story structure with basement. Baths and toilets are provided on each floor. There are in all about twenty rooms, each intended to accommodate two students. Each room is furnished with two beds, bedding, hot and cold water, electric and steam heat. A large sleeping porch, which will allow all of the boys to sleep outdoors, has been added recently. A member of the faculty is always placed in charge of this building.

The main dormitory for the girls will accommodate about 135, with two in each room. The rooms are fitted up similarly to those of the boys' dormitory. In addition, the girls have the use of two large parlors and a sitting room. A piano is also provided for their entertainment. This building has an unusually large sleeping porch two stories high and running around an open court on the east side. Most of the girls use the porch during the entire year. Across the way and west of the present dormitory a group, consisting of five units, arranged around a patio, will be erected in the near future to meet the growing needs for accommodation for the girls. Each unit will house about thirty-five, and will be furnished after the same style as the main dormitory. Experienced preceptresses will be in charge of each building to look after the comfort and needs of the girls in every way.

## DINING HALL

Situated very conveniently to the dormitories is the dining hall. It has a seating capacity of two hundred and is

particularly for non-resident students. Everything that the market affords in the way of fresh fruits, vegetables and meats and all that the culinary art can provide is furnished to students and members of the faculty alike. It is in charge of a specially trained matron, who is responsible for the cleanliness and efficiency of the service.

### THE PRINCIPAL'S RESIDENCE

This is a substantial two-story brick structure, harmonizing well with the general plan of the building group. It is situated near the main group and has splendid views from all sides.

### HEATING SYSTEM

All the buildings are heated by steam heat furnished by a central heating plant provided with boilers having a combined capacity of one hundred and eighty horsepower.

### EXPENSES OF STUDENTS

**DORMITORIES**—Board, room, light, heat, etc., are furnished for \$16.75 per school month of four weeks, payable monthly in advance. (No allowance for vacations during term or absence over week ends.)

**REGISTRATION FEE**—All students of the Normal School are subject to an annual fee of \$5.00, payable when they register for the year. This fee is not required of pupils in the Training School.

**TUITION**—Tuition is free to all students who enter the Normal with the intention of completing the work leading to graduation in either the professional or the academic course. A fee of \$5 per quarter, payable in advance, is due from all students who desire to engage in work of a special or irregular nature without intention of completing either a professional or an academic course. No back tuition is collected from students who, having begun work in good faith with the intention of completing a course, are, for some unforeseen reason, prevented from carrying out their intention.

**TEXT-BOOKS**—The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination paper, pens, ink, pencils, and the like are furnished the students without expense.

**MILITARY UNIFORM AND GYMNASIUM COSTUME**—The

cost of these articles varies somewhat with the taste and preference of the student. The gymnasium costume usually costs from three to four dollars, and the style is fixed by conference with the director. The style of military uniform conforms to the regulations of the United States Army, but the quality is fixed by vote of the company, and is usually between fifteen and twenty dollars. It should be noted that, as the uniform is worn three days in the week, it easily saves the cost of at least one civilian suit during the year, and therefore is hardly to be considered an extra expense.

It will be noted from the foregoing that the State of Arizona provides the advantages of a first-class education at an expense to the student not greatly in advance of that incurred by the average young man or woman at home. This, together with the fact that there is in Arizona a constantly increasing demand for well trained teachers, is worthy of thoughtful consideration by those who, having completed the work of the public school or the high school, are contemplating the continuation of their education along academic or professional lines.

## GOVERNMENT OF STUDENTS

Students who come from places outside of Tempe and who do not get homes with relatives are required to live in the dormitories. Exception is made in two cases only: first, students who are working their way through school are allowed to live with families with whom they find employment; second, those who wish to go home over week ends may live outside of the dormitory, but only on special vote of the faculty. It is the judgment of the faculty that the environment of all the students entrusted to their care should be the very best, and it is with this end in view that strict regulations are made as to the conduct of the students both on and off the campus. It is understood always that when a student cannot and does not conform to the rules laid down for the welfare of the school such student will be asked to withdraw from the institution.

## CORRESPONDENCE

Any information regarding studies, credits, expenses, etc., and requests for catalogues and announcements should be directed to the office of the Principal, Tempe Normal



School, Tempe, Arizona. Those who contemplate attending the Normal School should communicate with the Principal, advising him as to the exact time of their prospective arrival, in order that they may be met at the train. In case incoming students find no one at the station to meet them, they should proceed directly to the Normal, where they will be taken care of at the office of the Principal.

## DEPARTMENTS

The school is organized into two departments, the Normal School and the Training School. The Normal School offers three courses: a five-year course to those who have completed the eighth grade of the public school, a two-year course to those who have finished a four-year high school course, and a four-year academic course to those who do not expect to become teachers, and who, therefore, do not desire to pursue a professional course.

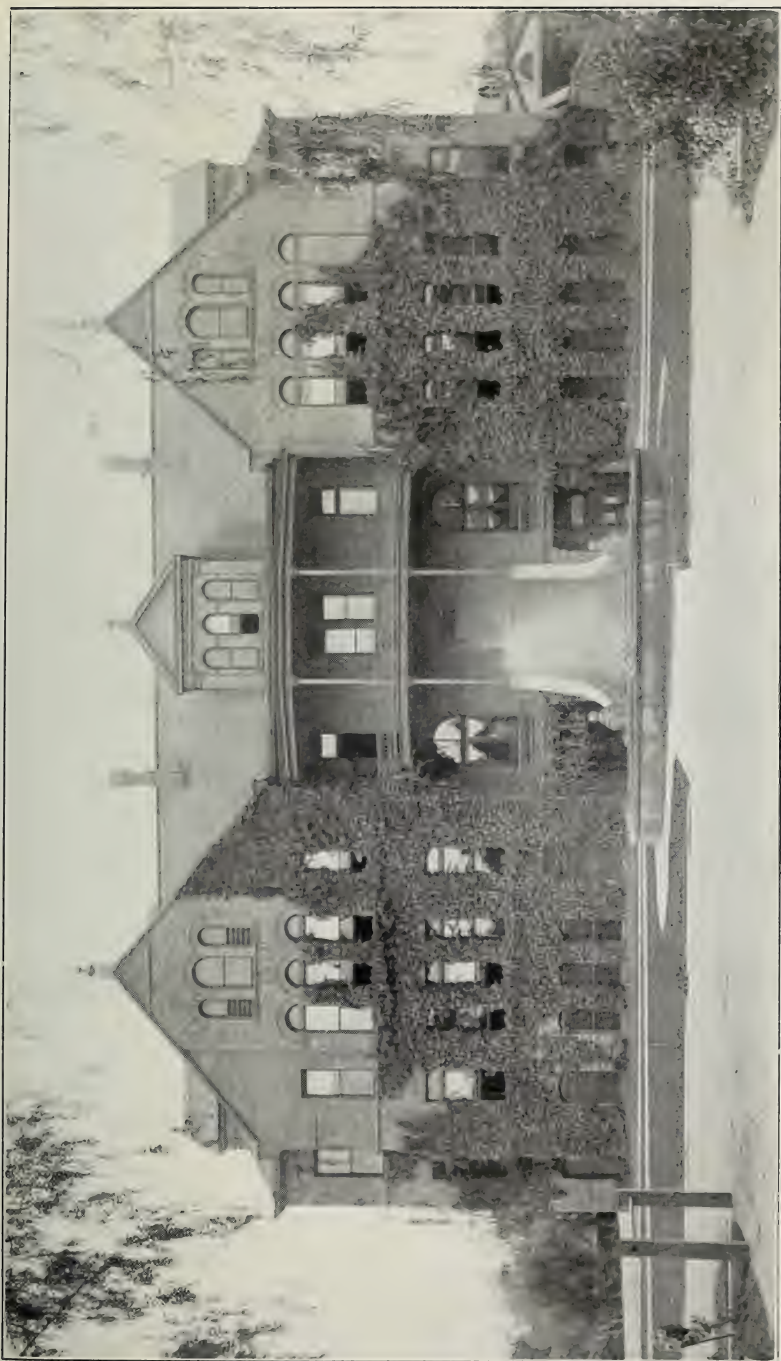
The Training School is primarily intended to give the Senior class of the Normal School actual experience in teaching under the supervision and advice of trained critic teachers. The course includes the eight grades of the public school course for Arizona, and articulates directly with the first year of the Normal course; thus a pupil entering the first grade of the Training School may continue his education without interruption, to the completion of his Normal or academic work and the reception of his diploma. Students not fully prepared to enter the work of the Normal School may find it to their advantage to complete their preparatory work in the Training School.

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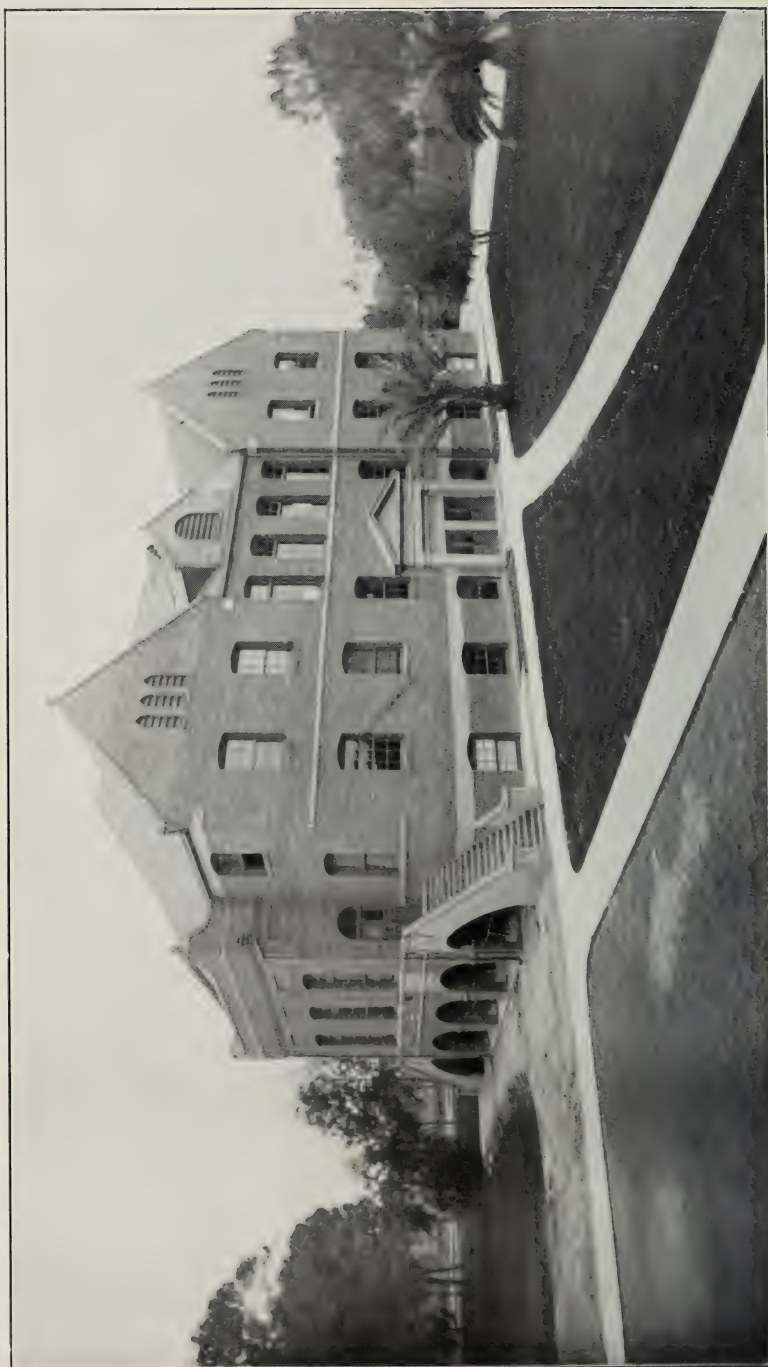
## Admission and Graduation

**ADMISSION TO NORMAL**—Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school or recommendations from teachers will be accepted in lieu of such parts of this examination as the faculty may decide.

**ADMISSION TO ADVANCED STANDING**—Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an



MAIN BUILDING



AUDITORIUM AND GYMNASIUM

examination, by class records in the Normal, or by the certificate of accredited schools.

ADMISSION FOR HIGH SCHOOL GRADUATES—Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-years' course. Graduates from such a course will receive a diploma which will not only entitle them to teach for life in the public schools of Arizona and California and other states, but will entitle them to at least one year's credit on a university course.

TIME OF ADMISSION—Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION—I. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course, or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four-years' high school course and, in addition thereto, must have completed some of the required professional units in a college or normal school and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of Arizona during life without examination. They are also accredited in the State of California and in several other states.

EXAMINATIONS AND REPORTS—Students must attend such examinations as may be required during the year, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several sub-



jects. Examinations are held at irregular intervals, generally without notice, and occupy only the length of the usual recitation period.

A student who satisfactorily completes a subject is assigned a grade of 75 or above. A student who is conditioned in a subject receives, for that work, a grade of 70, while a grade below 70 indicates failure and requires a repetition of the work in question.

A quarterly report is made to every student showing his standing in each subject studied, and a copy of this report is forwarded to the parent or guardian.

## COURSE OF STUDY

REGULATIONS OF STATE BOARD—In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the State Board of Education, the following regulations were approved by said Board of Education:

1. The length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

2. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this state.

- (a) A minimum course of five years for graduates from the eighth grade of the public schools.

- (b) A minimum course of two years for graduates from a four-years' high school course.

3. Students who are graduates from a four-years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have had one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases students will be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks, exclusive of Christmas holidays of one week and of commencement week. A recitation period is 45 minutes. A

minimum of fifteen academic units and nine professional units is required for the Normal diploma, as follows:

## UNITS FOR SECURING THE REGULAR NORMAL DIPLOMA

FOR THE FIVE-YEARS' COURSE FOR STUDENTS WHO HAVE COM-  
PLETED THE COMMON SCHOOLS

|                                          |   |   |                              |
|------------------------------------------|---|---|------------------------------|
| (a) English .....                        | 3 | } | Total Academic<br>Units, 15. |
| Mathematics (Arithmetic, $\frac{1}{2}$ ; |   |   |                              |
| Algebra, $1\frac{1}{2}$ ; Geometry, 1.   | 3 |   |                              |
| Science .....                            | 2 |   |                              |
| History and Civics.....                  | 2 |   |                              |
| Electives .....                          | 5 |   |                              |

Electives to include Languages, Home Economics,  
Agriculture, Manual Training, Bookkeeping and  
Commercial Law.

|                                                                                                         |                |   |                                  |
|---------------------------------------------------------------------------------------------------------|----------------|---|----------------------------------|
| (b) Psychology and Pedagogy...                                                                          | 1              | } | Total Professional<br>Units, 10. |
| History and Philosophy of<br>Education .....                                                            | 1              |   |                                  |
| Practice Teaching .....                                                                                 | 1              |   |                                  |
| Method .....                                                                                            | 1              |   |                                  |
| Reviews—Arith., $\frac{1}{2}$ ; Gram.,<br>$\frac{1}{2}$ ; Geog., $\frac{1}{2}$ ; Read., $\frac{1}{2}$ ; |                |   |                                  |
| Spell., $\frac{1}{2}$ .....                                                                             | $2\frac{1}{2}$ |   |                                  |
| School Law and School Econ-<br>omy .....                                                                | $\frac{1}{2}$  |   |                                  |
| Draw., 1; Music, 1.....                                                                                 | 2              |   |                                  |
| Military Drill or Physical Cul-<br>ture .....                                                           | 1              |   |                                  |

Total Units for Five-Year Course..... 25

## NUMBER OF UNITS FOR THE TWO YEARS' PROFESSIONAL COURSE

This course is for high school graduates and the Units of group B of the Five Years' course will be required, with such changes, not to exceed two units, as may be deemed advisable to correlate with the previous preparation of the individual high school student.

Credits on the two years' course not to exceed five units may be secured by high school graduates who have

subsequently taken work in a College, University or Normal School, and who have had succesful experience in teaching.

## SPECIAL COURSES

Students who desire to pursue a special course leading to a special certificate in Home Economics, Manual Training, Drawing or Agriculture will be required to complete sixteen units in groups A and B and nine units in the special work.

## ACADEMIC COURSE

Students who desire to secure the Academic Diploma will be required to complete fourteen units in group A, and two units in group B,—namely, Military Drill or Physical Culture and Drawing or Music.

This Diploma does not entitle the holder to teach.

Acording to the regulations adopted for the adjustment of credits between the Normal School and our own and other Universities, graduates from any of the professional courses are accredited with at least one year's work on their University course. Graduates from the Academic course are admitted to the Freshman Class.

## GENERAL COURSE LEADING TO REGULAR NORMAL DIPLAMA

### FIRST YEAR

| First Semester                | Hrs.     | Second Semester               | Hrs.     |
|-------------------------------|----------|-------------------------------|----------|
| English (1) (Rhet. and Comp.) |          | English (1) (Rhet. and Comp.) |          |
| Library .....                 | 5        | Library .....                 | 5        |
| Algebra (1).....              | 5        | Algebra (1).....              | 5        |
| Biology (1).....              | 5        | Biology (2).....              | 5        |
| Reading and Methods of Study  | 3        | Spelling and Word Analysis..  | 3        |
| Drawing (1).....              | 4        | Drawing (1).....              | 4        |
| Manual Training (1) or Home   |          | Manual Training (1) or Home   |          |
| Economics (1).....            | 2        | Economics (1).....            | 2        |
|                               | <hr/> 24 |                               | <hr/> 24 |

### SECOND YEAR

| English (2) (Eng. Lit.) Li- |          | English (2) (Eng. Lit.) Li- |          |
|-----------------------------|----------|-----------------------------|----------|
| brary .....                 | 5        | brary .....                 | 5        |
| Ancient History (1).....    | 5        | Ancient History (1).....    | 5        |
| Algebra (3).....            | 5        | Arithmetic (1).....         | 5        |
| Agriculture (1).....        | 5        | Agriculture (1).....        | 5        |
| Music (1).....              | 4        | Music (1).....              | 4        |
|                             | <hr/> 24 |                             | <hr/> 24 |

## THIRD YEAR

|                                                   |       |                                                   |       |
|---------------------------------------------------|-------|---------------------------------------------------|-------|
| English (3) (Amer. Lit.) Li-<br>brary .....       | 5     | English (3) (Amer. Lit.) Li-<br>brary .....       | 5     |
| Geometry .....                                    | 5     | Geometry .....                                    | 5     |
| Physics (1).....                                  | 5     | Chemistry .....                                   | 5     |
| Mediaeval History (2).....                        | 5     | U. S. History (3).....                            | 5     |
| Drawing (2).....                                  | 2     | Drawing (2).....                                  | 2     |
| Manual Training (2) or Home<br>Economics (2)..... | 3     | Manual Training (2) or Home<br>Economics (2)..... | 3     |
|                                                   | <hr/> |                                                   | <hr/> |
|                                                   | 25    |                                                   | 25    |

## JUNIOR YEAR

|                              |       |                                |       |
|------------------------------|-------|--------------------------------|-------|
| Arithmetic (2).....          | 5     | English (4) (Methods in Gram.) | 5     |
| Physiography .....           | 5     | Geography .....                | 5     |
| Science of Government (4)... | 5     | Physiology .....               | 5     |
| Psychology .....             | 5     | Pedagogy .....                 | 5     |
| Writing .....                | 2     | Writing .....                  | 2     |
| Music (2) (Methods).....     | 2     | Music (2) (Methods).....       | 2     |
|                              | <hr/> |                                | <hr/> |
|                              | 24    |                                | 24    |

## SENIOR YEAR

|                                  |       |                                          |       |
|----------------------------------|-------|------------------------------------------|-------|
| Method .....                     | 5     | Method (and Library Methods)             | 5     |
| Teaching .....                   | 5     | Teaching .....                           | 5     |
| Ethics .....                     | 5     | History of Education.....                | 5     |
| Bookkeeping .....                | 5     | School Law and School Econ-<br>omy ..... | 5     |
| Agriculture (4G).....            | 2     | Agriculture (4G).....                    | 2     |
| English (5) (Special English). 3 |       |                                          |       |
|                                  | <hr/> |                                          | <hr/> |
|                                  | 25    |                                          | 22    |

One credit will be given for Physical Training or Military Drill, which are required throughout the course.



## Special Courses

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### LATIN COURSE

Students who elect Latin will pursue the general course as given, substituting Latin for the following subjects:

First Year—Reading, Spelling and Word Analysis.

Second Year—Algebra, 3; Arithmetic, 1, or Ancient History, 1, or Agriculture, 1.

Third Year—Drawing, 2, and Manual Training, 2, or Home Economics, 2.

Junior Year—Science of Government; English, 4, or Arithmetic, 2; Physiology.

Note—For the year 1913-14 Latin will be substituted for Physics and Chemistry in the Junior year.

### MODERN LANGUAGE COURSES

Students pursuing the general course may elect two years of either German or Spanish in place of the following subjects:

Junior Year—Science of Government; English, 4, or Arithmetic, 2; Physiology.

Senior Year—Bookkeeping; Agriculture, 4G.

Latin may be taken with one modern language. In this case the Latin will be dropped at the close of the third year and either Spanish or German will be taken for the remaining two years.

Either of the above courses leads to the regular Normal diploma.

### MANUAL ARTS COURSES

Provision is made for special courses as follows:

Drawing and allied arts,  
Manual Training,  
Home Economics,  
Agriculture.

The specialization begins in the third year of the gen-

eral course by substituting for selected subjects five hours per week of special work in the Third Year, fifteen hours in the Junior Year, and fifteen hours in the Senior Year. The selection of subjects to be dropped from the general course will be determined by the previous preparation of the individual student after consultation in the office.

These courses lead to special certificates entitling their holders to accept positions as special teachers or supervisors in their special lines of work.

### ACADEMIC COURSE

A four-years' academic course, corresponding to the high school courses of the state, is offered to those students who do not desire to teach, but who wish to prepare for entrance to college or university, or to supplement their grammar school education by a non-professional course.

Students completing this course will be granted a special academic diploma. The subjects for this course may be selected from the general course to suit the individual, but must conform to the following schedule:

#### REQUIRED UNITS FOR THE ACADEMIC COURSE

|                                                                                                   |    |       |
|---------------------------------------------------------------------------------------------------|----|-------|
| English .....                                                                                     | 3  | units |
| Mathematics .....                                                                                 | 2½ | units |
| Including 1½ units or years of algebra<br>and 1 of plane geometry.                                |    |       |
| History and Civics.....                                                                           | 1  | unit  |
| Or a full year of history, either Ancient,<br>Mediæval, or Modern, English or<br>American.        |    |       |
| Foreign Language .....                                                                            | 2  | units |
| Either Latin, German, or Spanish, any<br>one of the languages to be pursued<br>through two years. |    |       |
| Science, preferably Physics.....                                                                  | 1  | unit  |
| For Physics may be substituted either a<br>full year of Chemistry or a year of<br>Biology.        |    |       |
| Drawing or Music.....                                                                             | 1  | unit  |
| Military Drill or Physical Training.....                                                          | 1  | unit  |
| Electives .....                                                                                   | 4½ | units |
| <hr/>                                                                                             |    |       |
| Total .....                                                                                       | 16 | units |

## ANALYSIS OF THE COURSE OF STUDY

INTRODUCTION—The primary aim of a Normal school is the training of teachers, and this is made prominent throughout the course. In each department the teacher not only teaches his class, but he discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is made dominant in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the Senior Year by the student teachers consulting frequently with the members of the Normal faculty who have charge of the subject which they are teaching in the Training School. The members of the Normal School faculty are also expected to prepare outlines of work for special lessons, and lectures pertaining to the methods of teaching their special subjects and present the same to the Senior Class.

### AGRICULTURE

MR. GRIFFING, ASSISTED BY MR. SANDIGE

Note—Agriculture I given in the Second Year is required of all regular students, whether in the academic or professional courses.

Agriculture 4G., given in the Senior Year, is required of all Seniors in the professional course.

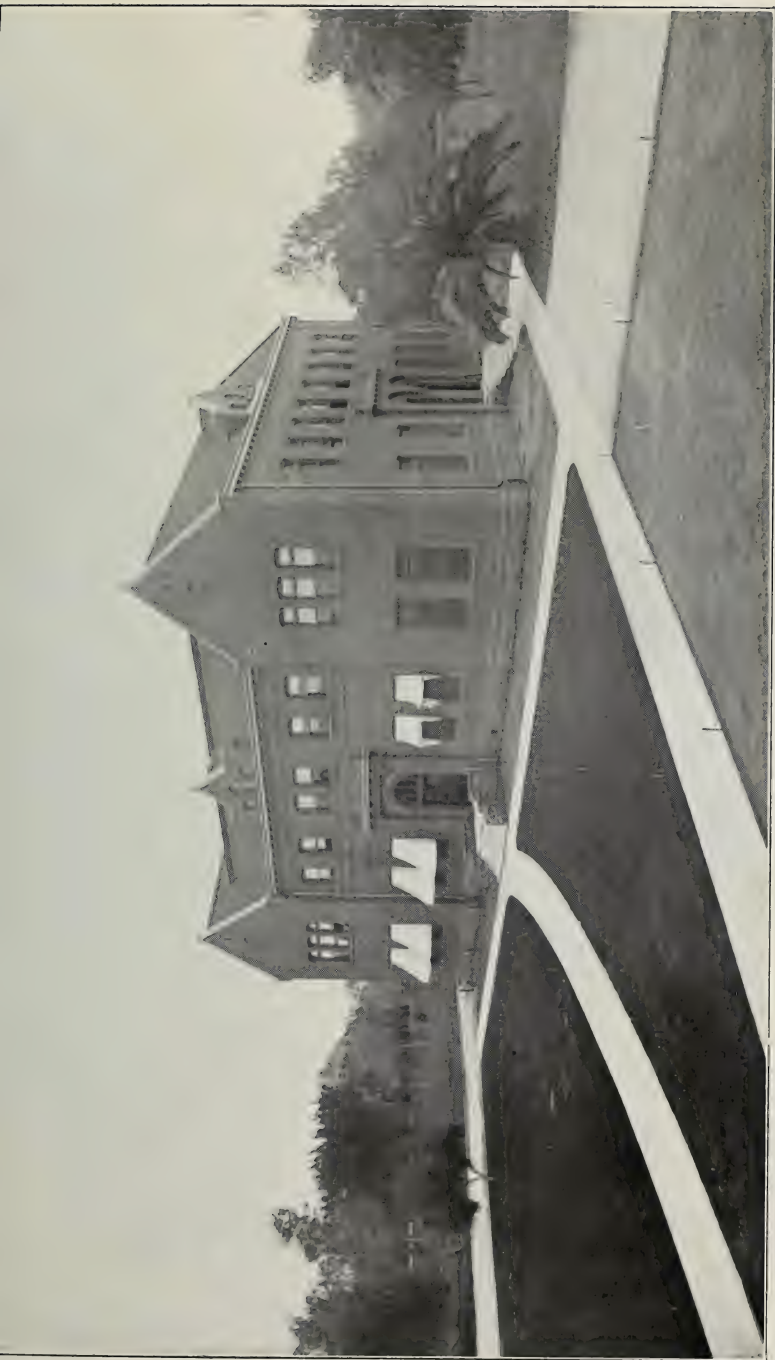
All other courses offered are intended for those students who desire to specialize in Agriculture and to receive a specialist's diploma from this department. Before getting a specialist's diploma it is highly advisable that the candidate have lived on a farm for a short time.

The courses in Agriculture in the Junior Year will not all be offered in 1913-14.

None of the courses in Agriculture in the Senior Year will be offered in the year 1913-14 except Agriculture 4G.

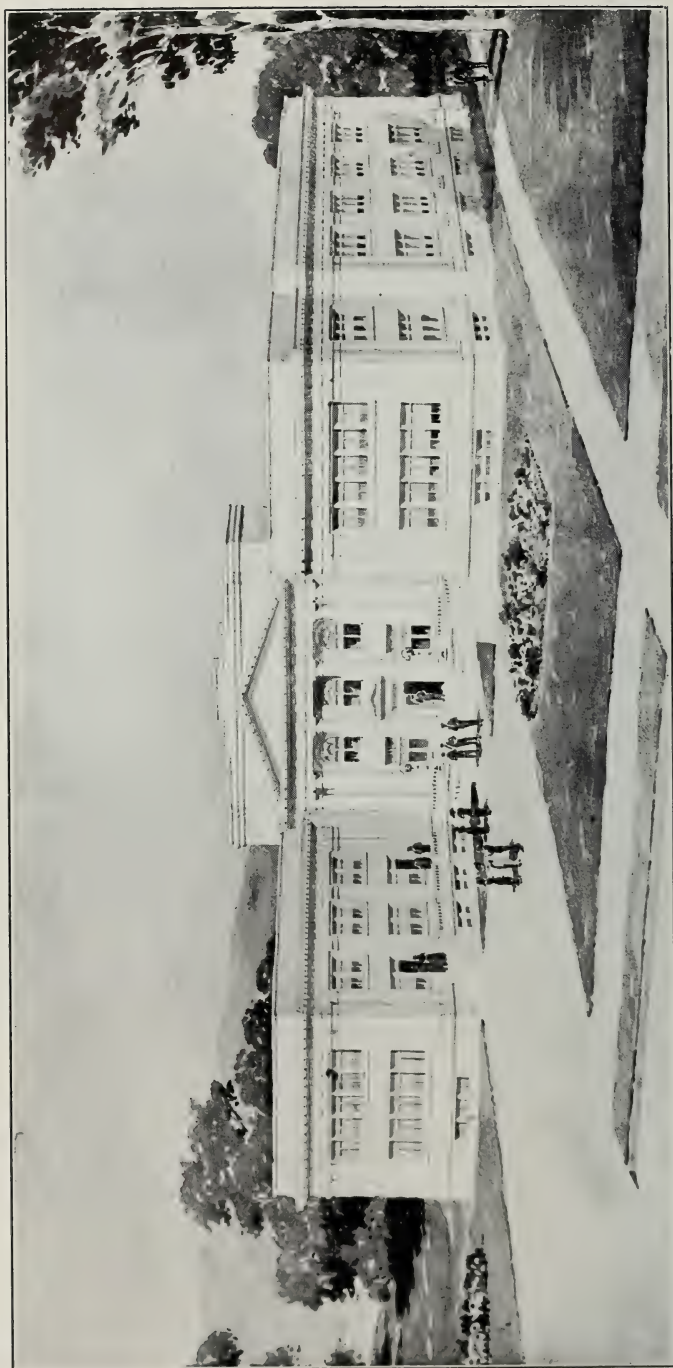
Besides research work and practical field work, practice teaching will be offered to give experience in instruction in elementary Agriculture.

Students will be allowed to do such a part of the work on the campus as easily lends itself to this purpose and



SCIENCE AND OFFICE BUILDING





NEW INDUSTRIAL ARTS BUILDING

a splendid opportunity will be given those prepared to aid in laboratory work.

The other departments will aid in giving the courses in so far as it relates to their work.

**AGRICULTURE 1. AGRONOMY**—Required of all Second Year students. This course is especially designed to meet the needs of students in Home Economics. In this work will be taken up Farm Crops, their composition and relation to the soil; Plant Food, Horticulture, and Domestic Animals. Under Plant Food will come plant food in its relation to temperature, light, and moisture; groups of plants as cereals, fiber crops, legumes, root crops, and forage crops with their relation to seed selection and germination; preparation of the soil, planting, irrigation, cultivation, harvesting, implements, and marketing. Horticulture will include the growing of vegetables both in the green house and under field conditions, the care of the orchard, decorative planting, beneficial and injurious insects, and diseases of plants. In the study of Domestic Animals is taken up the care, feed, and management of horses, cattle, swine, sheep, and poultry but especially dairy animals in relation to butter-making, milk testing, by-products, and sanitation. A short study will be made of the surroundings of an ideal home.

Second year, five times a week throughout the year.

**AGRICULTURE 2 A. STUDY OF BREEDS**—This is the first course leading to specialization. The breeds of domesticated animals will be studied as to their origin, history, and domestication. Students will be required to judge types of the common breeds found in the Salt River Valley and some judging will be offered each year at the State Fair at Phoenix. It will be the purpose of this course to establish in the minds of the students an ideal of each class of animal. The class will use as a text Plumb's Beginnings in Animal Husbandry.

Third year, first semester, five times a week.

**AGRICULTURE 2 B. HORTICULTURE**—The time will be devoted to the cultivation of garden crops under methods of irrigation used in the Salt River Valley and applicable to the school gardens of Arizona. This course will also include the decoration of the home grounds with ornamental trees, grafting and budding of trees and roses, green

house and lawn floriculture, fruit judging, citrus orchard management, and forestry.

Third year, second semester, five times a week.

AGRICULTURE 3 A. ENTOMOLOGY—Insects will be studied as to their life histories and adaptive structures, their relation to environment, their economic relation to the production of alfalfa and other farm crops, vegetables and fruits, and as agents for the spread of disease. Much emphasis will be placed on field studies. In presenting the subject the side of entomology will be borne in mind that is especially adapted to use in the public schools. The text will be Folson's Entomology.

Junior year, first semester, five times a week.

AGRICULTURE 3 B. BACTERIOLOGY—It is the aim of this course to present a general discussion of the subject with just enough technical work to arouse the student's appreciation of the work in its relation to agriculture and kindred subjects. The work will include practice in the discovery of bacteria, their forms and structures; the bacterial cells, their food requirements, and conditions of growth; the general nature of bacteria and fermentation; the bacteria of the soil, of dairy food, of miscellaneous farm products, and parasitic bacteria. Emphasis will be placed on the beneficial and harmful bacteria, with ways and means to promote and prevent their respective growths.

Junior year, second semester, five times a week.

AGRICULTURE 3 C. FARM MANAGEMENT—This course will be made of as much practical value as possible and will include not only the study of the general principles underlying farm management but will also give practice in farming, co-operation, use of special crops, location of fields and buildings, problems in labor saving and in marketing produce; also the handling of the water supply and the planning of modern conveniences for the home will be subjects for consideration. A short time will also be devoted to the keeping of farm accounts.

Junior year, twice a week throughout the year.

AGRICULTURE 3 D. DAIRYING—This is one of the leading industries of the Salt River Valley. The course will include a general study of the secretion and composition of milk, and covers the study of the various makes of hand

separators as to their durability and efficiency. Milk testing, adulteration, care of milk and cream on the farm, creamery management, butter judging, the principles and application of the Babcock tester, the factors influencing the quantity and quality of milk, the use of the lactometer, condensed milk, and milk as a food will be subjects given due consideration.

Junior year, first semester, three times a week.

AGRICULTURE 3 E. RURAL ECONOMICS—This will be a broad course arranged to meet the needs of agricultural and manual training students. A general survey will be made to include the history and comparison of agricultural systems under the following topics: Co-operation, taxation, prices, transportation, marketing, land credit, the relation of the state to agriculture, and the problem of state ownership and taxation of forests.

Junior year, second semester, three times a week.

AGRICULTURE 4 A. AGRICULTURAL CHEMISTRY—This will be a year's work, devoted to the field of organic chemistry as applied to fertilizers, soils, dairy products, grains, mills, feeds and fodders, assimilation and digestion. This course is particularly planned to meet the needs of students in Agriculture and Home Economics.

Senior year, four times a week throughout the year.

AGRICULTURE 4 B. SOILS—This course includes a study of the formation, classification, texture, and physical condition of soils as affected by moisture, temperature, and air. The production is determined by the drainage, plowing, harrowing, rolling, mulches, the supply of organic matter, soil inoculation, manures, green manures, and crop rotation. Special attention will be given to sand, arid, alkali, and peat soils with a view to making them productive.

Senior year, first semester, five times a week.

AGRICULTURE 4 C. POULTRY—This course deals with poultry and poultry judging from the standpoint of utility and quality as well as from the view point of the fancier. Prominent breeds are judged with a view to finding the good and weak qualities of each fowl. The importance of this industry in the Salt River Valley will require a consideration of how to feed, house, and market the different breeds. The following subjects will also receive attention:



incubation, including the raising and feeding of immature chicks, the cause of their disease, and the details of the management of poultry enterprises.

Senior year, second semester, twice a week.

AGRICULTURE 4 D. BREEDING AND FEEDING—That the student may better appreciate some of the products of plants and animals so as to help in establishing a standard of perfection for the farmers of the Salt River Valley, a general discussion of the subject is embraced in this course. The work embodies the origin of domesticated races of plants and animals, how they came to be domesticated, needs of improvement, natural and artificial selection, characters, variability, transmission of character, heredity, environment, prepotency, and hybridization. Feeding includes the more elementary and fundamental principles of the relation of plant and animal growth, chemical elements of nutrition, compounds of animal nutrition, composition of the bodies of animals, digestion of foods, conditions influencing digestion, and the laws of nutrition. The analysis of foods and commercial feeding stuffs will be studied, together with their relative value as based upon the maintenance ration as applied to animals of various ages, either at rest or doing light or heavy work. Balanced rations for milk and meat production as applied to central Arizona conditions will be carefully noted for the various animals. The text used will be Henry's Feeds and Feeding.

Senior year, first semester, five times a week.

AGRICULTURE 4 E. FARM MECHANICS AND IRRIGATION—This involves the study of the development, construction, adjustment, repair, and use of agricultural machinery. This course also includes a study of the principles of draft, the use of the horse as a motor, the use of the windmill, and of steam, gasoline, and electrical motors. In the courses will be discussed land mensuration, surveying, drainage, road construction, fencing, and topographical work. A brief consideration is made of the history, extent, and purpose of irrigation, such as laying drainage systems, leveling and grading tile drains, construction of drains, open ditches, and the supply and application of water for irrigation.

Senior year, second semester, four times a week.

AGRICULTURE 4 F. NATURE STUDY—Material suitable for use will be discussed and the class will spend consider-

able time in the field finding suitable material for the use of the teacher. A bird calendar will be kept so that each individual will learn to recognize all of the common birds. Emphasis will be placed on the economic importance of birds to insect destruction and destruction of weed seed in its relation to crops. The honey bee will be studied as to its adaptive structure, as will also the history of the bee colony, the making of new swarms, the production of comb and extracted honey, and bee diseases and their treatment. The bee, in its relation to the pollination of flowers and fruits, will likewise be discussed. A brief time will be given to the study of fishes.

Senior year, four times a week throughout the year.

AGRICULTURE 4 G. ELEMENTARY AGRICULTURE—This course will be very largely like courses 1 and 2 B, except this course is given in a shorter time and involves methods of teaching. High school graduates entering the Junior class may take this course instead of course 1 if they wish to specialize in Agriculture. All Seniors in the professional course are required to take this course.

Senior year, twice a week throughout the year.

## ART DEPARTMENT

MR. ANDERSON

The aim here is two-fold: First, to develop in the student the power to know and the ability to express form in its true appearance and proportion; to familiarize him with something of the science and arrangements of color in producing relations of harmony; to train him to appreciate good composition and design; and to cultivate his taste for the beautiful. Second, to qualify graduates to act as teachers or supervisors of drawing and of art education.

Special emphasis is laid upon the subject of designing that the student may procure a knowledge of the principles underlying the production, in the industrial field, of original and creditable designs. Graduates are expected to correlate drawing with other subjects of study, so that it may serve a ready and effective aid in the public school work.

This department is liberally supplied with all the materials and apparatus necessary for the class room, such as drawing tables, easels, color wheels, charts, still life models, drawing paper, plaster casts and books of reference.

Aside from the drawing rooms, we have one for work in clay. The exercises in clay modeling include work from plant and animal life, the making of tiles and pottery, practice from the cast, illustrative topics, work from the human figure, the making of designs for wood carving, etc., use of potter's wheel, glazing of pottery, care and use of kiln.

**DRAWING 1**—This embraces brush practice, elementary perspective, type-forms and objects based upon these, nature drawing in pencil, colored crayons, charcoal and water colors, blackboard practice, elements of design with application in problems for construction, plant and animal motives in design, the making of scales in the study of color values, practice in the laying of flat washes, elements of mechanical drawing, memory drawing, exercises in clay modeling, lettering, Egyptian art.

First year, four times a week.

**DRAWING 2**—Work of this course includes study in light and shade, pen-and-ink drawing, charcoal from cast, pose drawing for poster effects, illustration, wash drawing, perspective, pencil technique, out-door sketching, mechanical to give knowledge of conventions and methods of drafting, applied design, adapting subject-matter to different shapes in the problems of decoration, Greek art, lettering, clay modeling.

Third year, two times a week, prerequisite, Drawing 1.

**DRAWING 3**—At this point the work in special drawing begins for the students who aim to become teachers or supervisors of drawing and art. Only those giving evidence of some ability, and of strong work in drawing, will be allowed to enter. Work will be required along the following lines: Mechanical perspective, pencil sketching, pen-and-ink from plant, still life, cast, landscape, architectural details, etc., colored chalk drawing, charcoal from cast and still life, mechanical drawing, using isometric, oblique and cabinet projections, with problems, water color practice, illustrative drawing, lettering and booklet making, blackboard drawing, stenciling and wood-block printing, clay modeling and pottery, Roman and Mediæval art.

Third year, five times a week, prerequisite, Drawing 2.

**DRAWING 4.** This course will include advanced free-hand drawing, practice in the several media, composition, lettering, charcoal from cast and life, illustrations in black

and white, modeling from cast and life, mechanical drawing, orthographic projections, sections, developments, intersections, shades and shadows, pottery glazing, etc., applications of design in leather work and bookbinding, study of pictures, history of art.

Junior year, ten hours a week, prerequisite, Drawing 3.

**DRAWING 5.** This course, in addition to reviews, will call for practice in pictorial composition and design, interior decoration, drawing from the human figure, advanced clay modeling, the making of objects from sheet copper and brass by etching, hammering and soldering, tooled leather work, poster work, blackboard drawing and chalk modeling, book illustration, stories and designs in clay, practice in oils, methods including considerations of courses of study, the making of outlines of work for eight grades and high school, teaching and supervision, history of art.

Senior year, fifteen hours a week, prerequisite, Drawing 4.

## BIOLOGY

MR. HENRY

It is the aim of this department to present in sequence the subjects of zoology, botany, and physiology, co-ordinated into a unified course in biology. The presentation of the course will employ strictly scientific methods, but at the same time will be adapted to the needs of teachers of nature study and physiology in the public schools. The consideration of living organisms as a fundamental factor in education is kept in mind throughout the course. The work in zoology and botany precedes the work in agriculture and students contemplating doing work in agriculture will find this course well adapted to their needs.

**BIOLOGY I. ZOOLOGY**—This course introduces the study of biology. The work begins with the study of a typical insect, usually the locust. This introduces the general principles of anatomy and familiarizes the students with zoological nomenclature. Following the locust, one type from each family of the Orthoptera, one from each order of Insecta, and one from each class of Arthropoda are studied. Study in these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the organic factors of evolution. The remainder of the semester is devoted to a sim-



ilar study of the prominent types of the other branches of the animal kingdom. While the course is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study. Observations are recorded in a proper systematic method. The course aims throughout to strengthen the power of observation and to develop habits of careful, systematic thought.

Reference works in the library furnish the student with all the up-to-date information, and the fauna of the surrounding country furnishes a copious field for special work. Hunter and Valentine's Laboratory Manual of Biology is used in the laboratory and Davison's Practical Zoology in the class room.

First year, first semester, three recitations and four laboratory periods a week.

**BIOLOGY 2. BOTANY**—This work teachers will find particularly useful in furnishing a basis for a large portion of the nature study work requisite in all grades of the public schools.

In this the principles of organic evolution are still further worked out by a thorough study of vegetable anatomy and physiology, but the fact is also recognized that the life relations of plants are of more interest to mankind. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relations of the plant to the conditions under which it lives, and to the effects of soil, climate, and other factors of environment upon its form, structure, and habits.

The work in zoology terminates and that in botany begins with the joint consideration of the protozoa, the single-celled animals and the simple algae, the single-celled plants. Both of these groups are found in abundant variety on and near the campus. In this study the student learns the use and manipulation of the compound microscope. By means of these and class demonstrations with the projection lantern an accurate knowledge of cell life, and a clear understanding of the essential biological processes of nutrition, respiration, irritability, sensation, and reproduction are gained.

This is followed by an investigation of typical cryptogams, including a consideration of bacteria. This is succeeded by a laboratory study of the conditions affecting the

TRAINING SCHOOL





DINING HALL



germination and growth of the seed, the morphology structure and functions of the root, stem, leaf, and flower. The course is concluded with the study of the chief families of flowering plants. The campus and the surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flowers and trees. Many types serve to illustrate pollination, fertilization, and the factors of plant ecology. The course is based upon experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. Each student is required to keep a neat and systematic record of all observations and investigations, and to illustrate the same by careful drawings and sketches. Hunter and Valentine's Laboratory Guide, and J. M. Coulter's Text Book on Botany in the class room.

First year, second semester, three recitations and four laboratory periods a week.

PHYSIOLOGY—The general idea of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class demonstrations. The health and efficiency of the human body are being more and more esteemed, and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene and sanitation, but particularly concerns intellectual and moral behavior. Therefore we bring into greater prominence the right conduct of physical life, hygiene, and sanitation, and reduce anatomy to its lowest terms. Experimental work is done in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites, and other factors of health are given an ample place in the course. Each student is required to prepare and present to the class a report on some of the more common diseases, including their cause, symptoms, methods of treatments, and relation to the life of the community. The course as given not only gives to each student some valuable information which all of us should possess but also affords prospective teachers a practical knowledge of physiology sufficient for the needs of



the public school teacher of physiology and hygiene. J. E. Peabody's Laboratory Exercises in Physiology and Anatomy is used in the laboratory, and Hough and Sedgwick's The Human Mechanism forms the basis of the text book work.

Junior year, second semester, recitations and laboratory periods the equivalent of five periods a week.

## COMMERCIAL BRANCHES

MR. ANDERSON

**BOOKKEEPING**—The course in bookkeeping aims to give the student a thorough foundation in the science of accounts. The work in the subject carries with it the idea of exactness, rapidity of computation, and neatness of execution. The voucher plan is followed, thus giving the necessary drill that comes from using the forms of actual business practice. Self-reliance is encouraged that the student may early learn to act with some degree of confidence in saying what he believes to be correct and in deciding accordingly. At frequent intervals students are required to make out reports on their work. These must show the work to be correct before any further advance is allowed.

While the principal portion of the work is by the double entry system, still some notice is given the single entry method. Changing from single to double entry is explained. Text-book—Miner's Bookkeeping, Ginn and Company.

**COMMERCIAL LAW**—The aim in this subject is to acquaint the student with the laws governing the ordinary transactions of business life, and to interpret them according to the statutes of Arizona. In the several topics, good opportunity is offered for logical thought in the discussions and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of different cases, with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: Contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, real property.

Senior year, second semester, once a week. Text-book—D. C. Gano, Commercial Law, American Book Company.

## ENGLISH

MR. FELTON—MISS TURNER

Instruction in English aims to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends courses are given in word analysis, grammar and analysis, rhetoric, composition, theme writing, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

ENGLISH 2. ENGLISH LITERATURE AND COMPOSITION—Second year, first and second semesters. This course has three main purposes: First, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each, and by collateral readings from which reports are made; third, to exercise the student in collecting, arranging and presenting material in the form of well-written papers. Selections from Chaucer, Bacon, Shakespeare, Milton, Pope, Goldsmith, Burns, Carlyle, and Tennyson are read and discussed in class. Instruction in the use of the library is given.

ENGLISH 3. AMERICAN LITERATURE—Third year, first and second semesters. Appreciation and enjoyment of the best that has been written by American authors, together with a thorough comprehension of the place of literature in the life and thought of the nation, is the aim of this course. The characters of the individual authors, particularly of the New England group, are studied. Collateral readings and instruction in the use of the library are required. This year the following classics were read: Emerson, Selected Essays; Poe and Irving, Short Stories; Hawthorne, The Scarlet Letter. Besides these general studies, the individual students select novels by Cooper, and the best of the more recent American fiction writers, read them carefully, and make oral and written reports upon them in class. Composition, based upon phases of literary development, and upon the classics read, is required throughout the year. Text-books: Howe's American Literature, D. C. Heath & Co.; The Chief American Poets, Houghton, Mifflin & Co.

ENGLISH 4. GRAMMAR AND METHODS—Junior year, second semester. This course aims at the complete mastery of English sentence structure, and the essentials of English etymology. Drills in parsing and analysis are required; comparison of opinions of the highest modern grammatical authorities is made. The variant terminology of English grammars in common use is compared and tabulated, and methods of teaching the subject in a plain, logical manner are presented. Rigdon's Grammar of the English Sentence is used as a text-book.

ENGLISH 5. SPECIAL ENGLISH—Senior year, first semester. The class recites three times a week, being devoted largely to the acquirement of ease and finish in discourse, both spoken and written. Written composition is practiced throughout the semester. Themes are carefully read and corrected, individual attention being given to each student's needs. A high standard of excellence in composition is demanded.

ENGLISH 1. RHETORIC AND COMPOSITION—First year. The aim of this course is to give students power to write simple and clear, correct, forcible English. Theme writing is required from the first. In order that a suitable freedom of expression may be developed most of the themes are based upon personal experience and observation. High standards in clearness, correctness and force are rigidly required. Some attention is devoted to the technical side of rhetoric. Exercises for the improvement of diction, unity and coherence, together with the principles governing their application, are supplemented with the regular theme requirements. Narration, with special observation of plot and orderly sequence, is studied. Description, exposition and very simple argumentative discourse follow the study of narrative. All papers are discussed and corrected in class or by individual consultation with the instructor. Selections from our best modern prose writers are studied as models for the study of imagery, plot, and character delineation. The text-book to be used is not yet decided upon.

SPELLING AND WORD ANALYSIS—As words are of no use to us any further than they are understood, the study of spelling and word analysis is a preparation for work in every subject. The purpose of the course is two-fold: to teach written spelling and to enlarge the student's vocabulary. Words selected for study in this course will come

from two sources: words misspelled in the themes written by the class in their rhetoric and composition, and words which are to be studied with regard to their analysis and use. As a preparation for this work phonetics, interpretation of diacritical marks as used in Webster's Dictionary and syllabification will be studied. The words chosen for analysis will be those that are, or ought to be, in the student's vocabulary. By frequent contests and by dictated exercises in which commonly misspelled words will often occur, the correct spelling of these words will be fixed in the memory not only as isolated words but as they occur in sentences.

The work in spelling and word analysis demands three hours a week during the last semester of the first year. The subject is also required of students who enter the Normal School as graduates of a high school, and is considered a part of the professional course. In the Junior year the work is discussed before the class in order to give practical illustrations of the methods of teaching spelling and word analysis in the public schools. Text-books: Webster's Academic Dictionary, American Book Company; Swinton's New Word Analysis, American Book Company.

## EARTH SCIENCE

MR. IRISH

PHYSIOGRAPHY—The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effects. This is followed by a discussion of the plan of the earth and its broad general features in their relation to world economy. This leads to the study of the physiographic processes supplemented by special studies of selected typical regions through the medium of the government topographic maps, of which the school keeps a large and well assorted stock. Field trips are employed for the study of local features and for the better illustration of processes. In connection with the study of climate the students are taught to make and record daily observations of the chief elements of the weather. For this purpose the laboratory is equipped with a full set of standard thermometers, barometer, wind vane, and anemometer. The Los Angeles weather map is received daily and is used in connection with this work. The equipment includes a representative collection of rocks and minerals, and the necessary wall maps, charts, relief maps, sand



table, thermograph, barograph, and a large and growing collection of lantern slides illustrating topographic forms. Junior year, first semester, five times a week. Text-book, Dryer's High School Geography.

**GEOGRAPHY**—This course forms a continuation of the first semester's work in physiography. The relations of the earth to man are brought out in a brief treatment of economic geography. This is followed by a course in regional geography in which the division of the earth into *natural provinces* is emphasized in order that the student may have a broad comprehension of the earth as a whole and thus obtain a clear understanding of the relation of one region to another. Type regions are studied in detail, the students learning to present the various facts of geography by the construction of maps, curves, diagrams and other forms of graphic expression. Note-book work is required, and each member of the class is required to write a thesis of some extent upon some topic which requires the application of the principles studied. This course affords an opportunity for a general review of the subject preparatory to teaching. For this reason the student's attention is constantly directed toward methods of presentation, and devices for illustration are discussed. Junior year, second semester, five times a week. Text-book, Dryer's High School Geography.

## GERMAN

MISS SALMANS

The course in German is provided primarily to fill the needs of those students who wish to pursue more advanced work after leaving the Normal. Two years of German are accepted as two units by the leading universities of the United States. The two years' course is elective in the Junior and Senior years.

**ELEMENTARY GERMAN**—Essentials of grammar, reading and conversation. Special drill in pronunciation, conducted mainly in German. The syntax and idioms are acquired by repeated exercises and dictation. Text-books: Gronow, Jung Deutschland, Ginn and Co.; Ball, German Drill Book, D. C. Heath and Co.; Hempl, Easiest German Readings, Ginn and Co.; Storm, Immensee, Scott, Foresman and Co.

**ADVANCED GERMAN**—Constant review of grammar, composition and sight reading. German is the language of the

class. Text-books: Ball, German Drill Book, D. C. Heath and Co.; Manley, Ein Somner in Deutschland, Scott, Foresman and Co.; Allen, First German Composition, H. Holt and Co., and about 100 pages of fiction and drama.

## HISTORY AND CIVICS

MR. WAIDE

In history as in all subjects it is necessary to adapt the work and the method to the learner's growing knowledge and logical capacity. Therefore it will be found convenient to divide the process of teaching into three stages: First, the picture and story stage; second, the informational stage; and third, the reflective stage. With the first we are not concerned, as it is essentially primary. The second stage furnishes us with the facts methodically presented, with emphasis on the biographical and social phases. The third stage presents the study of casual relations, the origin, development, and inner life of institutions. The correlation of history with literature is made by readings from the classics, both poetry and prose; with geography by the drawing of maps showing physical features, and by the study of climatic conditions and of the material resources of regions as conditions of environment and hence vital factors in the making of history.

In the courses here offered an attempt is made to train the student in the making of outlines and summaries of periods and movements, the material being gathered from all available sources. The aim of getting a clear idea of the details of history is not made paramount. A careful selection of what is considered essential is made and thus time is obtained for the intensive study of particular epochs. In this way the student is introduced to newer methods and acquires more freedom in the use of materials. The library is well equipped for all the courses, and especially for the study of the history and government of the United States. Many periodicals relative to this department are on file in the magazine room.

COURSE I—Ancient and Mediæval History. Second year. Text-books: W. C. Morey, Outlines of Ancient History; J. H. Robinson, History of Western Europe. Supplementary Reading: Histories of Botsford and Pelham; Adams, Civilization During the Middle Ages.

COURSE 2—English and European History. Third year, first semester. Text-books: E. P. Cheyney, A Short History of England; J. H. Robinson, History of Western Europe. Supplementary Reading: Green, Short History of England; Fyffe, History of Modern Europe; The Epochs Series, Longmans.

COURSE 3—American History. Third year, second semester. Text-book: R. L. Ashley, American History. Supplementary Reading: The Epochs Series, Longmans; The American History Series, Scribners.

COURSE 4—Civil Government. Junior year, first semester. Text-book: W. B. Guiteau, Government and Politics in the United States. Supplementary Reading: Bryce, The American Commonwealth; Beard, Reading in American Government and Politics.

## HOME ECONOMICS

MISS FRANCIS

The aim of the department of Home Economics is to give training in subjects which pertain to the "economic, sanitary and æsthetic aspects of food, clothing and shelter, as connected with their selection, preparation and use by the family in the home or by other groups of people."

There are two courses offered in home economics, one required of students in the first and third years, the other a specializing course for training teachers in those branches of home economics usually taught in grammar schools. A certificate is granted upon the satisfactory completion of this course.

### COURSE I

HOME ECONOMICS I—Textiles and clothing. First year, two periods.

A—Advanced. Prerequisite, sewing of the 5th, 6th, 7th and 8th grammar grades, or its equivalent.

Textiles—A brief course in the history, source, production, adulterations, buying and hygiene of the major textile fibers. Recitation and laboratory work. Text: Household Textiles, by Charlotte M. Gibbs, \$1.25.

Clothing—Garments are cut out, fitted and made both from bought patterns and from patterns drafted by the students to their own measures. Machine sewing chiefly.



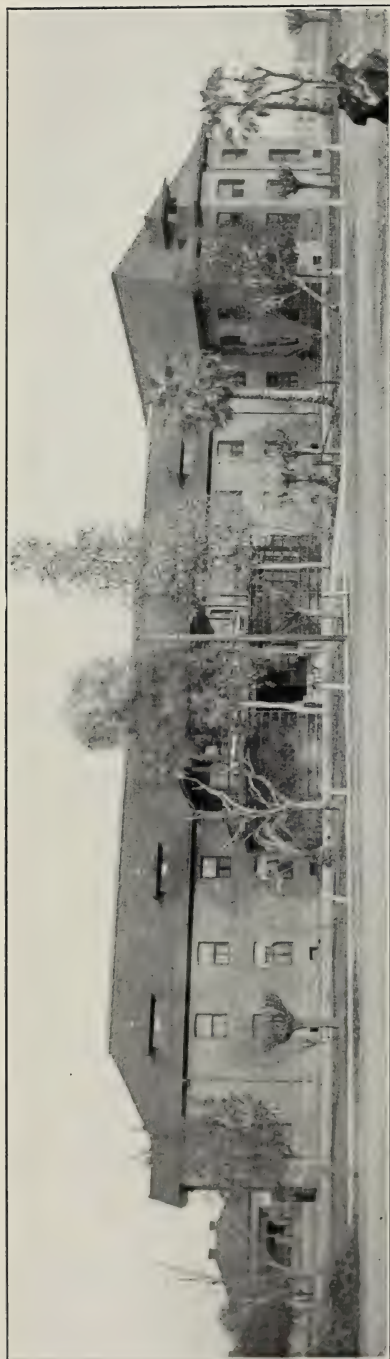


MEN'S DORMITORY



FRONT DRIVE





LADIES' DORMITORY



B—Elementary. For those who have had no previous work in school. The course is arranged to meet the needs of the students.

HOME ECONOMICS 2—Food, clothing and shelter. Third year, three periods.

A—Advanced. Prerequisite, domestic science of the 7th and 8th grammar grades.

Food—Classification of foods, study of their source, composition and value. Laboratory work illustrating the effect of heat upon the food principles, and giving further practice in the preparation of foods.

Serving—Three meals are planned, purchased and prepared by members of the class, each one in turn acting in the capacity of hostess, cook and waitress. Some practical problems are given, such as the entire planning, preparation of luncheons and serving them to a large number of persons at a limited cost.

A short time is spent on each of the following subjects: Digestion and assimilation; dietetics, including infant and invalid diet; laundry work; house sanitation and furnishing; care of the home, family and person.

B—Elementary. For those who have not previously studied the subject in school. An abbreviated course is given, covering most of the work of the grammar school. Advanced work is given as early as possible.

## COURSE II

HOME ECONOMICS 3—For those preparing to become teachers. Third year, 5 periods. Bacteriology, 2 periods, first semester; Heat, 2 periods, second semester; Principles of the Selection and Preparation of Food, 3 periods, first semester, and  $\frac{1}{2}$ , second semester. The nature and use of food; changes produced by heat, cold, etc.; marketing expeditions. Processes of the manufacture of foods. Laboratory practice and experiments, recitations and reference work.

HOME ECONOMICS 4—Hand Sewing—Three periods, half semester. The making and application of all stitches. This is taught on wearing apparel and other useful articles. The presentation of the work to children is carefully considered.

HOME ECONOMICS 5—Junior Year—Ten periods. Advanced Cookery, including cookery for the sick and con-

valescent and infants. Serving, marketing, dietetics, laundry, house sanitation, home furnishing, advanced sewing.

HOME ECONOMICS 6—Senior Year—Fifteen periods. Advanced Cookery, including fancy cookery and experimental cookery. Home management and care, home nursing and emergencies, dressmaking, millinery, methods of teaching, practice class teaching.

## LATIN

MR. HALL

The course in Latin begins the first year and extends over the first four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year, making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archæology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system, receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of the sixteen generally required for admission to the universities of Arizona and California.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall not be less *in amount* than Cæsar, *Gallic War I-IV*; Cicero, *Orations against Catiline, for the Manilian Law, and for Archias*; Vergil, *Aeneid I-IV*. But *in range* this amount or its equivalent may be selected from the following authors and works: Cæsar, *Gallic War* and *Civil War*, and Nepos, *Lives*, Cicero, *Orations, Letters* and *De Senectute* and Sallust, *Catiline* and *Jugurthine War*;

Vergil, *Bucolics*, *Georgics*, and *Aeneid*, and Ovid, *Metamorphoses*, *Fasti* and *Tristia*; *Provided always* that this selection shall include the following as Prescribed Reading: Cicero, *for the Manilian Law* and *for Archias*; Vergil, *Aeneid i-ii* and *either iv or vi*.

The course is outlined as follows for 1913-1914:

INTRODUCTORY—Pronunciation, syllabification, and inflection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

CAESAR—Gunnison and Harley, *Gallic War*, Silver, Burdett & Co., is the only text used for the second year work. Three recitations a week throughout the year in Cæsar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

CICERO—Harkness, Kirkland and Williams, Cicero's *Nine Orations*, American Book Company. The orations *against Catiline*, the orations *for Archias* and *for the Manilian Law*; also, if time permits, *either for Marcellus*, *for Ligarius*, and *the Fourteenth Phillipic*, or Merivale's *Sallust's Catiline*, The Macmillan Company. The class recites in Cicero four times a week throughout the year.

VERGIL—Greenough and Kittredge, *Aeneid*, Ginn & Co. Books i-vi will be read in the Senior year. The class recites in Vergil four times a week throughout the year. Subject-matter, literary and historical allusions and prosody as well as ability to translate will be demanded in all authors read.

GRAMMAR AND COMPOSITION—Every student in the Cicero and Vergil classes must have the following books: Nutting, *Advanced Latin Composition*, Allyn and Bacon; Allen & Greenough's *New Latin Grammar*, Ginn & Co.; Brown, *Latin Word List*, Ginn & Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose, will be rigidly required of



each student upon the completion of the four years' work in Latin. Third Years and Juniors recite once a week throughout the year upon this work.

## MATHEMATICS

MR. FRIZZELL

Mathematics should form an important part of the course of study in a normal school, for the logical product of such school is teachers of children, teachers who are to go into village and country and train children to become useful and competent citizens.

Since all persons should have legitimate and lucrative occupation, and since the science of mathematics is fundamental in all business calculation and in constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School the effort is made to train the student in the manner that will best fit him for work as teacher and at the same time give him a comprehensive and thorough knowledge of the subject.

The course is presented under three heads, namely, Arithmetic, Algebra and Geometry.

ARITHMETIC 1—Arithmetic is presented the second semester of the second year and also the first semester of the Junior year.

In the second year the endeavor is made to make a thorough study of the subject. Exhaustive drills are given in the fundamental operations, in fractions, decimals, proportion, etc.

ARITHMETIC 2—In the Junior year, although exhaustive review and drill of arithmetical principles are given, the subject is presented from the teacher's standpoint and involves the method of presentation to children in the grammar school grades.

Text-books: Secondary Arithmetic, by Stone-Millis; The Southworth-Stone Arithmetic, Benj. H. Sanborn & Co., Chicago, Ill.

ALGEBRA—The work in Algebra is given during the first year and the first half of the second year.

Algebra work is based on the work previously done by the student in the grammar school grades. Beginning

with concrete examples and simple operations, students are led to develop and comprehend abstract and general truths.

Special attention is given to addition, subtraction, multiplication and division. Also a close study is made of fractions, the equation as a means for the solution of problems, simultaneous equations, proportion, quadratics, logarithms, etc. The subject is treated in a simple and careful manner so that a student who has mastered grammar school arithmetic can do the work in algebra in a satisfactory manner.

Text-book: Hawkes, Luby-Tuton, Ginn & Co., Chicago.

GEOMETRY—Geometry is offered in the third year of the course. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have a clear understanding of the hypothesis. This fastens upon him a habit of close observation and prepares him to view conditions in the proper light. The aim, also, is to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient evidence before drawing conclusions.

Text-book: Wentworth's Geometry, Ginn & Co., Chicago.

## MANUAL TRAINING

MR. CLARK

The Industrial Arts department will soon be housed in a well-equipped building designed especially for these lines of work, wherein the fundamental courses of industrial and art work will be presented. The method of handling this work has been changed materially to meet the necessities and demands of regular and special students. In the manual training departments, shops will be equipped for bench wood-work, joinery, mill-work, cabinet construction, wood-turning, patternmaking, sheet metal-work, forging, foundry, machine shop with minor allied branches. Throughout the courses mechanical drawing, shop-drafting and designing will be correlated.

The courses offered aim: first, to encourage and stimulate self-reliance, invention, neatness, proportion, harmony and accuracy; second, to make competent independent workmen capable of designing, making or repairing in house

or furniture construction; third, to teach estimation of values, and effects; fourth, to instruct special teachers to prepare and plan courses of study and their presentation to the end that they may become competent to teach these subjects.

Two courses are offered, Academic and Professional, besides instruction in the four upper grades in the training school. The Academic course is prescribed for the first and third years of the Normal for regular students. The problems designated aim to embody such principles of construction and finish as are within the scope of the student's ability in the grade or year to which the problems are assigned. All discussions are built upon the material, construction, and finish of these problems. Substitute projects may be offered provided the same principles are embodied.

### TRAINING SCHOOL COURSE

The training school pupils are taught, by means of a series of problems, the basic ideas in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. None but work well done will be accepted. Incorrect habits of workmanship are noted, that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings and pupils are required to understand and read same upon the completion of the eighth grade, together with training to execute drawings of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board, pen-tray, key-rack, blotter-pad, tooth brush holder; sixth grade, towel roller, spool holder, foot stool, book-rack, hexagonal tray, cutting board or grocery list; seventh grade, wall pocket, candlestick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack, picture frame, square table, carved trays, lamp stand, chair. Thirty-six weeks. Two periods per week.

### ACADEMIC COURSE

MANUAL TRAINING I AND 2—This course will be pursued through the medium of woodworking. It allows considerable latitude as to specific articles but insists upon cer-

tain essentials of good construction being executed, such as haunched mortise and tenon, half lap, half lap mitre, dove-tail, framing and panelling joints. The pupils make such problems as the following: Knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, buffet, framing truss and rafter cutting. The problems are made the foundation for discussion of woods; their growth as related to construction uses; the making and application of practical finishes and wood preservatives. While the theoretical and educational are not lost sight of, the trade or practical side of the shop work is kept largely in mind, that the young men who elect the work may be fitted in a great measure for positions in the trades. This side is made a feature because those pursuing this course will probably not become teachers. Some wish to fit themselves for the more skilled positions in the various industrial fields. Drawing will be emphasized and a special advanced drawing course offered. Text: Kings' Series. Two periods per week. First and third years.

### PROFESSIONAL COURSE

MANUAL TRAINING 3—Those who elect this course pursue the Academic course in the first and third years, completing the third year course in the first semester of the third year, from which point they take up additional and special lines with the theoretical and educational side in mind largely. Those who prepare for professional work receive special instruction and lectures upon the scope and intent of this branch of public school work. Orthographic, isometric and cabinet projection are required. Working drawings, tracings and blue prints are made and experience in their preparation required of the pupils. Students electing this course must finish a series of problems to cover a course for teaching in the various lines offered. The completion of this work will certify them for positions in manual training or enable them to embody the courses in the general school work. By years the following work will be offered:

First Year—Same as Manual Training 1. Two hours per week.

Third Year, First Semester—Same as Manual Training 2, but completed in one semester by taking five hours per week. Second Semester—Advanced cabinet work and wood turning. This work will cover more difficult case con-



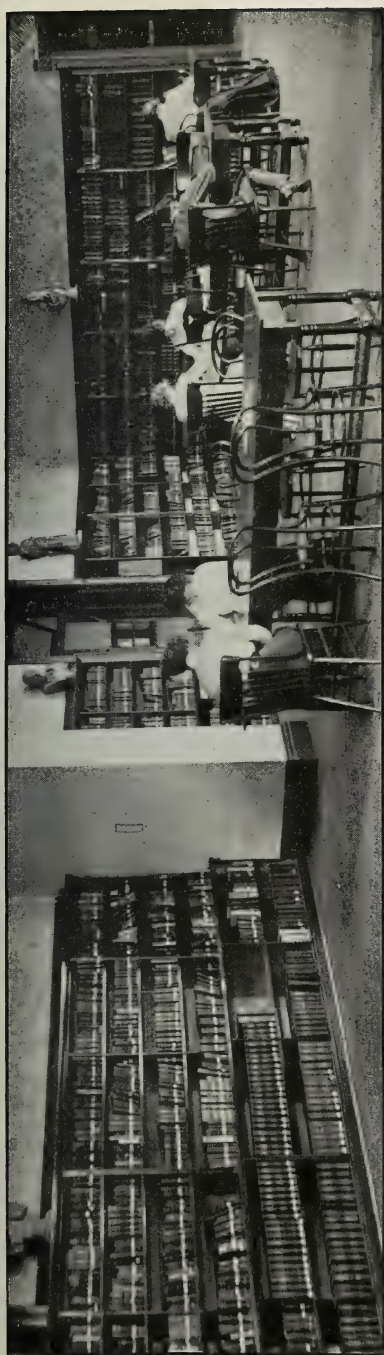
struction, study of design, ornamentation, etc. Wood turning will comprise study of lathe, lathe tools, jigs, woods for turning, action of wood fibre in turning, turning between centers, chucking, face plate turning. Drawing is required. Five hours per week.

MANUAL TRAINING 4 A—Patternmaking. This course will involve the study of cores, core prints, draft, vent, allowance for shrinkage and finish, building up stock, making core boxes. Enough molding will be given to give an understanding of the relation of the pattern to the casting. Each pupil will make mold in sand and run off casting. All work will be accompanied by drawings. Junior year, first semester. Ten hours per week.

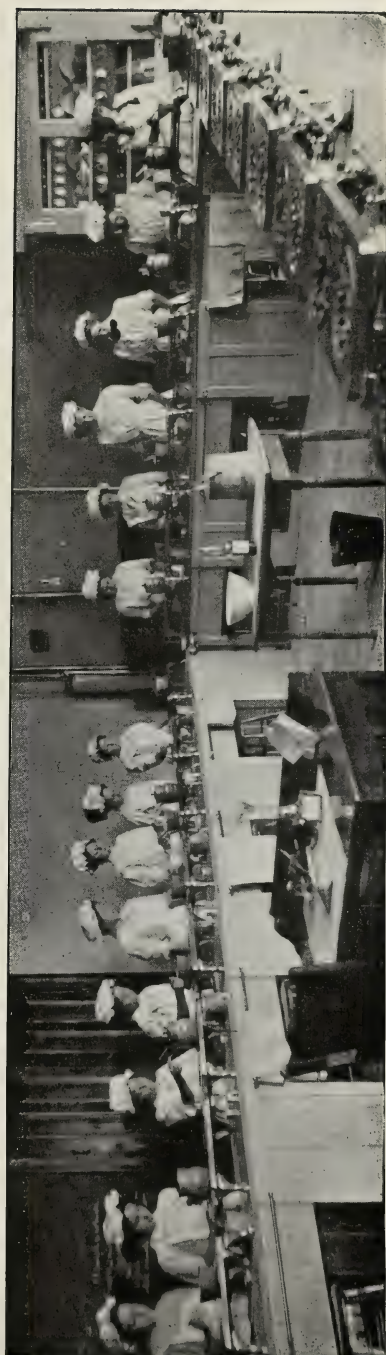
MANUAL TRAINING 4 B—Forging. This course covers building and care of fires, position at anvil and forge, proper handling of tools, care and equipment of room. Suggestive problems in elementary forging are here noted.

Drawing exercises in manipulation of iron: Round stock to square and square to round, making bent rings, hammock hooks, staples, gate hook, eye bolt, square head bolt, welding exercise, fagot, ring hook, flat washer, eye bolt and ring, tongs-welding soft steel and iron-rivetting, drilling and assembling. The acquiring of skill in manipulation of iron and steel and handling of tools is necessary but ability to teach others is equally important to the teacher. Time is given to the development of methods of teaching forging, planning courses, relation of problems in regard to tool processes and applications. Demonstrations are given and notes taken. Papers submitted on tool and metal industries. Sheet metal work will be added as supplementary work or offered as substitute work for full credit which will comprise hammering, sheet metal, laying out and building up forms and designs, spinning, burnishing, making of ornamental trimmings. Study of history of sheet metal work, drawing and designing required. Junior year, second semester. Ten hours a week.

MANUAL TRAINING 5 A—Machine Shop Work. Will comprise bench work, chipping and filing, operation of common machine tools, as lathe, planer, milling machine, drill presses, etc. Through their use students will become acquainted with these tools and construction. Such problems as fitting, laying out, drilling, tapping, turning cylinders, tapers and irregular shapes, thread cutting, external and



LIBRARY



HOME ECONOMICS



MANUAL TRAINING SHOP



internal boring, rechucking, shaping blocks, cutting bevels, making reamers, drills, etc. Lectures on related topics will be given. Drawing required. Senior year, first semester. Ten hours per week.

MANUAL TRAINING 5 B—General review of the manual arts work with reference to actual shop practice, study of methods, courses, drawing, equipment, supplies, etc. Review of history and development of industries and manual training, industrial and vocational institutions. Much reference work will be assigned and thorough papers required upon topics allotted. Senior year, second semester. Ten hours per week.

Students entering school at the Junior year, wishing to specialize in the Manual Arts, must satisfy the department that they have previously completed a course equivalent to that prescribed herein for the first and third years, special course. All students entering the school must complete the minimum work outlined in the first and third years of either Home Economics or Manual Arts or present credentials showing that they have been completed elsewhere.

## MILITARY DRILL

by MR. IRISH

This work is intended to accomplish several important results. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time the graduation of authority and division of responsibility from private to captain furnish a valuable object lesson in government, while the actual knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon



himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes "the setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops. Opportunity is given for instruction in military map reading and map maneuvers.

By an act of the First Legislative Assembly of the State of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this State, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharpshooters under the regulations prescribed for the National Guard. Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of regulation olive drab, correct in style, serviceable and comfortable. Directions for ordering the

uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one credit toward graduation. Three periods a week.

## MUSIC

MR. JOHNSTON

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study. The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music. . .

To aid in the accomplishment of this object, the course has been so changed as to begin music study in the students' second year, when they shall have reached greater maturity, and the voices have in consequence become more settled.

Further, the time devoted to class work, in this year, has been doubled, the recitations increased from two to four periods a week for the year.

This plan will permit of more continuity, and allow for greater concentration of effort towards the mastery of first principles, and the elementary part of the work, and should place the students in a firmer position to pursue more advanced work in their Junior year; also to apply the results obtained in both years to methods of teaching the subject in the grades, a much-desired end.

The subject continued in the Junior year is assigned two periods each week for the entire year, and the work will consist of continued vocal practice and sight reading and their direct application to methods of teaching and presentation emphasized in detail.

A most important addition to the course in music this year is the allowance of one period a week, all of the second semester, to be devoted to chorus practice, in which every student of the school will be required to participate.

After examination of the voices the students will be classified and assigned to the part they are best fitted to

sing, and activity in this work will be considered when making up music grades.

Voice culture, sight reading, and methods of teaching are the branches of music taught, and to insure greater efficiency in the use of material selected for use in this State the same text-books will be used in this department that are required to be used in Arizona; it is thus hoped that greater proficiency may be attained by our students as teachers of music.

MUSIC 1—Second year. Four periods a week. Text-books: First and second books, Modern Music Series.

MUSIC 2—Junior year. Two periods a week. Text-books: Third and fourth books, Modern Music Series.

Many of our students take instruction in piano playing; there are several excellent piano teachers in Tempe, and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practicing, and such students may have stated hours assigned them upon application.

## PHYSICAL SCIENCE

### MR. IRISH

PHYSICS 1—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Text-book: Millikan and Gale, First Course in Physics. Third year, first semester. Five periods a week.

PHYSICS 2—An additional semester's course of laboratory work in electrical measurement, sound and light, accompanied by two lectures a week, is open to those who have completed Course A, and who have shown special ability along this line. Such students may elect this course in place of the course in chemistry. Third year, second semester. Five periods a week.

CHEMISTRY 1—Two periods of laboratory work are counted

equivalent to one of lecture or recitation. The course articulates with Physics I which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties, and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to chemistry of foods, tests for adulterants in foods, dyeing of textiles, photography, and metallurgical processes. Text-book: Brownlee, *First Principles of Chemistry*. Third year, second semester. Five periods a week.

## PHYSICAL TRAINING AND ORATORY

MISS BURGESS

**PHYSICAL TRAINING**—Instruction in Physical Training is required during the five years' course. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German system of free movements and light gymnastics. The work is conducted in the new Auditorium building, the entire lower floor of which is occupied by the gymnasium. This is furnished with sufficient apparatus for a thorough course in physical training.

The aim of the beginning work is to acquire a symmetrical development of the body as a basis for health and grace. The lessons for the first semester deal with fundamental work, such as marching, correct standing positions and general adaptation to gymnasium rules. Exercises are given to remedy the following defects: Weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head, and all hereditary and acquired faults in the carriage of the body. The general work includes Indian clubs, dumb-bells, fancy drills with scarfs,



balls, and wands, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles, and all devices in training that secure freedom of bodily action and expression of grace.

The results expected from the work are: first, a noble and graceful bearing habitually maintained; second, freedom from awkwardness and self-consciousness; third, ease and precision in the movements of the body; fourth, a continual and gradual development toward a symmetrical body without injury or strenuous exercises which might prove harmful.

The advanced work taken up in the Junior and Senior classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and æsthetic forms of Physical Culture, harmony in all movements of the body, and mastery of bodily control. The primary object being the development of the individual, as much personal attention as possible is given to each member of these classes.

To secure uniformity of costume, students are advised to confer with the director at the beginning of each school year.

ORATORY—The Department of Oratory embraces reading, elocution, debate, oratorical delivery, and all forms of public speaking. The courses given are as follows:

READING, FIRST YEAR—The first year reading is the beginning work from the text-book, Cumnock's Choice Readings, and deals with all forms of speaking. The fundamental work is English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctively, giving thought and proper expression to what is read. Special attention is given to reading intelligently from the printed page in both this and the Junior reading.

READING, JUNIOR—This course is arranged for those who enter the two years' course for high school graduates. It includes all of the work of the first year course in reading, but takes a broader form in method of teaching and application. The standard is naturalness, and deals with reading as portraying life as it exists in literature. The standard classics are used, such as Courtship of Miles

Standish, Evangeline, Enoch Arden and the plays of Shakespeare.

**PUBLIC SPEAKING**—In the department of Public Speaking, the director has charge of all public work in contests, debates, plays, society programs, etc. In any one of these the students are given assistance to present their work in a natural and creditable way. In this instruction the fundamental principles of oratory are observed. As in reading, the standard is naturalness in oratory and a thorough mastery of the thought expressed.

The students of the school present two plays during the year, the annual basket ball play and the Senior class play. These are chosen by the director, the aim being to present a high standard in the dramatic line of work. Standard plays are used yearly and the benefit the students obtain from this is valuable along lines of interpretation and general acquiring of ease and naturalness before an audience. Such plays as "Mrs. Wiggs of the Cabbage Patch," "Cousin Kate," "Just Out of College," "What Happened to Jones" have been used with success.

## PROFESSIONAL INSTRUCTION

**GENERAL STATEMENT**—The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five years' course of the Normal, and the second is open to the graduates of four-year high schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty-four units required for graduation.

**PSYCHOLOGY. MR. HENRY**—The aim of the course in psychology is to introduce the students to the scientific study of mind. The work is given by text-book, experimental demonstration and lectures. The purposes kept in mind are to teach the principles of the science as far as that can be done in so short a course, to show by presenting observations and by experiment how a knowledge of the subject has been built up, and to arouse the interest of the students in the introspective observation of themselves and in the study of mind objectively as it is displayed by

children and adults in ordinary daily life. The work is given the first semester of the Junior year. Text-book: J. R. Angell, Psychology, Henry Holt & Co.

PEDAGOGY. MR. PAYNE—The course in pedagogy follows directly upon that of psychology. The chief purpose of this course is to show the principles of learning and to develop from these the principles of teaching. As the students of this course begin their practice teaching at the beginning of the Senior year, the latter part of the course is devoted to the application of the principles of teaching to various subjects with practice in lesson planning. The more detailed study of methods comes during the Senior year. Such standard works as Charters' Methods of Teaching, Strayers' Brief Course in the Teaching Process, and Roark's Method in Education are followed. Second semester, Junior year. Text-book: W. A. Bagley, The Educative Process, MacMillan Company.

HISTORY OF EDUCATION. MR. WAIDE—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text-book, lectures, and reports by the students. Second semester, Senior year. Text-book: Paul Monroe, A Text-Book in the History of Education, The MacMillan Co.

ETHICS. MR. PAYNE—The work in Ethics aims to awaken in the students a clear consciousness of the vital importance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically, as this method has proved its usefulness in showing how the various theories of moral conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. Special attention is given to social and moral aspects of present day education. First semester, Senior year. Text-book: King, Social Aspects of Education, The MacMillan Co.

SCHOOL ECONOMY AND SCHOOL LAW. MR. MATTHEWS—Instruction is given in these subjects during the last semester of the Senior year. The work in School Economy is especially adapted to the needs of teachers who





ART CLASS ROOM





STAGE IN AUDITORIUM

must manage schools without the help of a principal and it deals with practical problems that arise in everyday school rooms. Rural school problems are given special attention. Among the topics included in the course are school organization, classification and grading of pupils, school discipline, the relation of teacher to pupils, parents and social environments, arrangement of exercises and provisions relating to order, the keeping of records and making reports, the lighting, heating, ventilating, seating, and decorating of school buildings. The course in School Law aims to acquaint the students with the school laws of Arizona, and to compare these laws with the school laws of other states with a view to arousing an interest in the legislative enactment of such amendments to the school laws as will have a tendency to benefit the public school system. The course embraces a careful study of the laws relating to state, county and city supervision, including the powers and duties of boards of education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing of school districts; the revenues derived from state, county and district taxation, including the apportionment of the same; uniform text-books, courses of study, etc.

## THE TRAINING SCHOOL

The Training School is organized under special laws, but is conducted as a regular public school of eight grades. The large number of teachers makes it possible to keep classes small and give special attention to the needs of individual children.

The professional work of the Training School has two sides—the theoretical and the practical. The courses in general and special methods make up the theoretical side. The practical work consists of observation of model teaching and practice teaching in the Training School when the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

**METHODS**—The methods, general and special, are taught by the principal and faculty of the Training School. It is their effort to present Normal school methods in such a practical way that graduate teachers will follow the prescribed course of study in an intelligent manner. Primary methods are given special attention on account of their fundamental nature.

OBSERVATION AND PRACTICE TEACHING—Each Senior observes model teaching and teaches in the Training School during one full year. The observation of model teaching alternates with the practice teaching throughout the year, the purpose being to give opportunity for immediate application of observed methods. All this work is done from carefully prepared plans under the supervision of the critic teachers.

## COURSE OF STUDY FOR TRAINING SCHOOL

| SUBJECT                       | 1st Grade             |                       | 2nd Grade             |                       | 3rd Grade             |                       | 4th Grade             |                       | 5th Grade             |                       | 6th Grade             |                       | 7th Grade             |                       | 8th Grade             |                       |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                               | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations | Length of Recitations | Number of Recitations |
| Arithmetic                    | ...                   | ...                   | 5                     | 25                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    |
| Reading                       | 15                    | 20                    | 10                    | 25                    | 15                    | 45                    | 10                    | 45                    | 7                     | 30                    | 5                     | 45                    | 5                     | 30                    | 3                     | 45                    |
| Writing                       | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 2                     | 20                    | 5                     | 15                    | 2                     | 25                    |
| Spelling                      | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 15                    | 5                     | 15                    | 5                     | 15                    | 2                     | 25                    |
| Language                      | 5                     | 25                    | 5                     | 25                    | 5                     | 25                    | 5                     | 45                    | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   |
| History                       | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 2                     | 45                    | 5                     | 30                    | ...                   | ...                   | ...                   | ...                   |
| Drawing                       | 5                     | 25                    | 5                     | 25                    | 5                     | 20                    | 5                     | 20                    | 3                     | 45                    | 3                     | 45                    | 3                     | 45                    | 3                     | 45                    |
| Manual Training and Hand Work | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    | 3                     | 45                    |
| Domestic Science              | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 1                     | 90                    | 1                     | 90                    |
| Sewing                        | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    | 2                     | 45                    |
| Music                         | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 5                     | 20                    | 3                     | 30                    | 3                     | 45                    | 2                     | 30                    | 2                     | 45                    |
| Geography                     | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    | 5                     | 45                    |
| Grammar and Composition       | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 5                     | 45                    | 5                     | 45                    | 5                     | 30                    | 5                     | 45                    |
| Civics                        | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 5                     | 45                    |
| Physiology                    | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | ...                   | 5                     | 45                    |
| Nature Study or Agriculture   | 2                     | 20                    | 2                     | 20                    | 2                     | 20                    | 2                     | 20                    | 2                     | 25                    | 2                     | 25                    | 2                     | 25                    | 2                     | 25                    |

\*First Semester. °Second Semester.

Note—The domestic science requires a double period and displaces two other studies once a week.

The periods of 45 minutes include study periods for some studies.



## SPANISH

MISS SALMANS

The course in Spanish proposes to meet the needs of the following classes of students: First, those intending to teach in the Southwest, where many descendants of the early Mexican settlers yet live; second, those who may identify themselves with the industrial development of Spanish-America, where there is a constant demand for Spanish-speaking Americans with the necessary technical qualifications; third, those students who wish to gain college entrance credit in modern languages. Two years of Spanish are accepted as two units by the leading universities of the United States.

The two years' course in Spanish is elective in the Junior and Senior years of the Normal course. High school graduates may elect Spanish.

**ELEMENTARY SPANISH**—Careful drill in Castilian and Spanish-American pronunciation, essentials of grammar with exercises in conversation and sight reading. Text-books: Coester, Spanish Grammar, Ginn & Co.; Harrison, Spanish Reader, Ginn & Co.; Ford, Spanish Composition, D. C. Heath & Co.; Alarcón, El Capitán Veneno, D. C. Heath & Co.; Larra, Partir á Tiempo, American Book Company.

**ADVANCED SPANISH**—Class work is conducted in Spanish. Reading, review of grammatical principles; practice in rapid reading and sight translation; conversation. Themes are written in Spanish and attention is also given to the forms of Spanish commercial correspondence. Text-books: Remy, Spanish Composition, D. C. Heath & Co.; Valera, El Comendador Mendoza, American Book Company; Núñez de Arce, El Haz de Leña, D. C. Heath & Co., and about 200 pages of rapid sight reading from modern Short Stories.

## LIBRARY

MISS WRIGHT

The Library occupies two large well-lighted rooms on the first floor of the Main Building with an adjoining room used for current periodicals and newspapers. There are at present about 7,000 volumes, including government documents and a collection of children's books at the Training School. The Dewey classification is followed and a card catalog makes the material more accessible.

**LIBRARY INSTRUCTION**—The object of this course is to familiarize students with the use of books and libraries, with special work for the Senior class on the formation of a school library.

**FIRST YEAR**—Structure and printed parts of the book. Classification and arrangement of the library. Use of card catalog. Encyclopedias and dictionaries.

**SECOND YEAR**—Periodicals and periodical indexes. Reference books.

**SENIORS**—Buying and selecting books with special reference to children's literature. Government documents. Some lessons to give to children on the use of books. The school library.

The following periodicals are regularly received, and many of them are bound and shelved for reference purposes: American schoolmaster; Advocate of peace; American botanist; American boy; American carpenter and builder; American city; American educational review; American Geographical Society bulletin; American historical review; American journal of archæology; American journal of philology; American Library Association booklist; American magazine; American physical education review; American political science review; American school board journal; Annals of the American academy; Arizona; Army and navy register; Atlantic monthly; Boston cooking school magazine; Breeder's gazette; Catholic educational review; Century; Classical journal; Classical philology; Classical review; Classical weekly; Concrete-cement age; Country life in America; Craftsman; Cumulative book index; Current events; Dial; Edinburgh review; Education; Educational bi-monthly; Educational review; Electrical world; Elementary school teacher; Engineering magazine; Etude; Forum; Good housekeeping; House beautiful; Independent; International studio; Journal of educational psychology; Journal of geography; Journal of geology; Journal of home economics; Journal of philosophy, psychology and scientific methods; Keramic studio; Library journal; Literary digest; Machinery, Shop ed.; Manuel training magazine; El mundo ilustrado; Musician; Nation; National geographic magazine; National guard magazine; Nature; N. Y. teacher's monographs; North American review; Outlook; Pedagogical seminary; Plant world; Political science quarterly; Popular mechanics; Popular science monthly; Psyche; Psychological clinic; Psychological review and bul-

letin; Public speaking review; Reader's guide to periodical literature; Review of reviews; St. Nicholas; School arts book; School music; School review; School science and mathematics; Science; Scientific American and Supplement; Sierra educational news; Survey; System; Vocational education; World's work; Youth's companion.

## ATHLETICS

The games, exercises and various phases of this work are of such a nature that both girls and boys may participate in some form of exercise and all students are urged to take an active part. The athletic training is under the personal charge of regular members of the faculty. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student," and stand as prizes to be contended for annually by the various classes in track, tennis, and basket ball.

TENNIS—Several splendid courts—the best in the State—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year. Each year inter-class tournaments are held. This is the one branch of athletics that can and does do the most for class spirit. In addition to the inter-class matches an annual tournament is held, wherein the most prominent schools of this part of the state take part.

GIRLS' BASKET BALL—The young women maintain a basket ball association whose purpose is the amusement and recreation afforded by wholesome outdoor exercise. During the fall five teams are organized, one from each class, and these teams play a series of twenty games for the possession of the silver cup offered by the "Student." The exercise is not confined to these teams, however, for each class usually organizes at least two teams, so that the work is open to all who wish to play, and each year from sixty to a hundred girls enjoy the physical benefits of this fine game. In addition to the inter-class games a limited number of

match games are played with teams from other schools. Two fine courts are kept in first class condition, being well laid out and surrounded with wire netting, which reduces to a minimum the loss of time due to the ball going out of bounds. The work is under the direct supervision of a member of the faculty, who guards against over-exertion on the part of untrained players and regulates the amount of exercise according to the strength and physical condition of the individual.

**BOYS' BASKET BALL**—During the fall the interest of the young men, in so far as athletics is concerned, centers upon basket ball which is played out of doors. Several match games are played with teams from other institutions.

**TRACK**—An excellent form of athletics for the reason that it affords an opportunity for training to every student who desires exercise. The Normal School is a member of the Valley League Athletic Association, which conducts annual track meets. The Normal School easily won the championship in this league last year. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. There is a fine track on the campus for distance events, and a 220-yard straight-away course for sprints. Suitable apparatus for all standard events has been purchased and all young men are urged to enter this field of athletics.

**BASEBALL**—This, the greatest of all the American games, is better supported by the student body than any other form of athletics. Every boy hails the time when the baseball season opens. The Normal diamond, located on the campus, is reputed to be the finest in the State. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies. The Normal boys won the Republican cup in 1912 and 1913. When this is won one more year by the Normal it becomes their permanent possession.

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## Special Information

**LITERARY SOCIETIES**—Every student of the Normal School may avail himself of membership in one or the other of the literary societies that are maintained by the



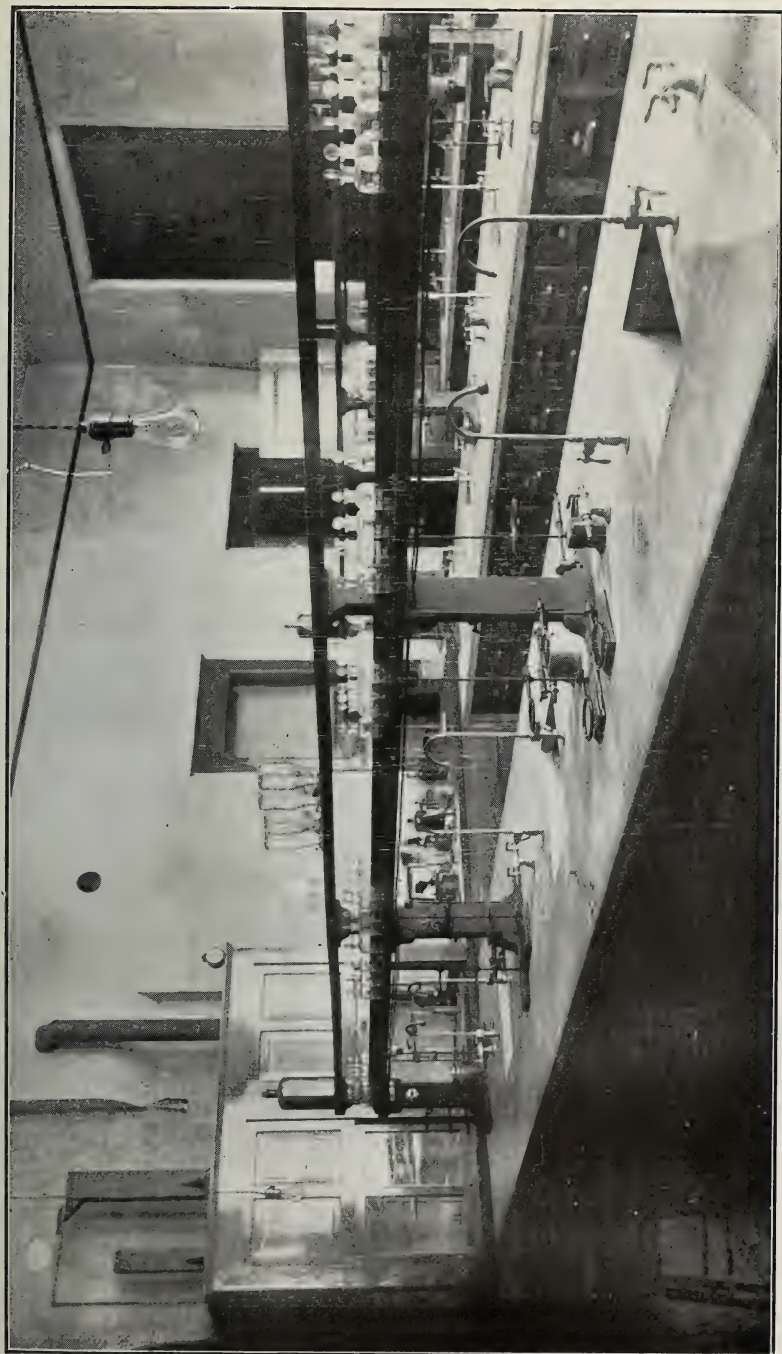
student body. There are at present three of these organizations, meeting either weekly or bi-weekly. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, and to develop ease and facility in public speaking. Participation in the work of these organizations is considered an important part of the regular work of the school. A member of the faculty is detailed for each society to act as critic and to give assistance and advice when required. The members of all societies receive individual aid and instruction from the instructor in oratory, who devotes a portion of each week to this special work. Members of the faculty are honorary members of all three societies.

The societies are as follows:

**ZETETIC SOCIETY**—An organization consisting of twenty-five young women. During the past year meetings were held bi-weekly during the first, and weekly during the second semester. The work of the year was devoted chiefly to a study of the German novel. Readings and discussions of plot, with a view toward dramatization furnished the principal topics. There was some stage work, but no public performances were attempted. Meetings were held in the music room and auditorium.

**KALAKAGATHIA**—The work of this society was carried on with spirit throughout the year. The vacancies made by the Seniors were filled by elections from the various classes of the school, and the society reorganized. It was decided that Modern Drama should be the subject studied during the year, and with Miss Wright as monitor the work was taken up. Programs at the semi-monthly meetings consisted of studies in the structure of the drama, and the reading and discussion of one or two of the most noteworthy of modern dramas. On some occasions the evenings were devoted wholly to social features, but the work done was first in consideration and contributed largely to the benefits of the Normal.

**ATHENIAN DEBATING CLUB**—The oldest literary organization in the institution consists of a group of young men who meet every Wednesday evening for the purpose of debate. Subjects are selected from current affairs, the large number of magazines and bound periodicals now in the pos-



CHEMICAL LABORATORY



BIOLOGICAL LABORATORY



session of the school offering a good opportunity for the preparation of briefs. Two public debates were given during the year, and the work throughout was characterized by energetic and efficient administration.

### "THE STUDENT"

"The Tempe Normal Student" is a weekly paper published by the students of the Normal. Its chief purpose is to give the students practical work in writing and it is thought that this purpose is best fulfilled by writing up the daily activities of the school life with which the students are perfectly familiar and of which they are a part. Essays and stories submitted in the department of English either as a part of the regular work or in competition for the prizes and medals offered for this kind of work frequently find publication in the paper. In this way the paper becomes a stimulus not only to the student life of the school, but also to the interest in English work. The paper, however, is a student publication, and the students are responsible for its coming out.

For the past five years the "Student" has offered two medals to the pupils of the Arizona high schools to be competed for in a declamatory contest held at Tempe in March.

### LECTURE COURSE

Every year there is arranged a course of lectures and entertainments, which are given in the Normal School Auditorium under the auspices and patronage of the school. These attractions consist of outside talent of a very high order of merit and are offered to the students of the Normal School at a merely nominal admission fee. These courses are largely attended by the citizens of Tempe and afford the students an unusual opportunity of seeing and hearing the best form of amusement.

In the school year 1912-13 the following lectures and musicales were presented to packed and delighted houses: Governor Hadley, Hon. George D. Alden, and Ralph Bingham as lecturers; Byron's Troubadours, Strollers Male Quartette, and Ben Greet's Players as entertainers.

During the year 1913-14 the course will include four entertainers and three musicales, as follows: Enrico Palmetto, tenor; the Zoellner String Quartette; Hugo Kort-



schak, violinist; Louise Wallace Hackney, dramatic interpreter; Montraville Wood, scientific demonstrator; Alton Packard, cartoonist, and Mr. and Mrs. Michitaro Ongawa in a Japanese sketch entitled "Along the Road to Tokyo." This makes seven numbers for next year in place of the six usually given, but the price will remain the same as heretofore, namely, \$3.00 for citizens for a course ticket and \$1.50 for students for a course ticket.

## VISITORS

Visitors are welcome at all times, and educators and clergymen are especially invited to visit the school in all its departments. The faculty is always pleased to make the acquaintance of the parents of the students and to have them make a personal inspection of the school and its work. Visitors will find the entire student body assembled each morning session from 9:00 to 9:15 o'clock, mountain time. The people of Arizona are urged to recognize the fact that the Normal School belongs to them, and that the management always appreciates their interest and good will. It is well recognized that their visitors are a valuable stimulus to faculty and students alike.

APPOINTMENT OF STUDENTS—Every member of the House and Senate of the Legislative Assembly of Arizona is authorized by law to nominate a student biennially to the Normal School. For sixty days after the qualification of the member, preference is to be shown students from the county which the member represents. After this time in case no student has accepted the nomination, a student from any other county may be named. No tuition is charged students nominated under this provision but no student is exempt from the payment of the annual registration fee of \$5.00. It is greatly to be desired that the members of the Legislature, the County Superintendents, and all others who are interested in supplying the schools with well educated and properly trained teachers should recommend to this school students who desire to become teachers and who give promise of attaining success in this profession.

## ASSISTANCE AND PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of

means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the Seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty, draw upon it as a loan.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter as well as the treatment must be original.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debate.

## THE ALUMNI ASSOCIATION

This association now numbers 535 members. It holds two regular meetings each year and an annual banquet. It is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the State is already plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates and to render them professional assistance as far as possible. The association is a valuable means toward this end. The principal desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. A mistake of any kind in the Alumni Register will be cheerfully corrected as soon as attention is called to it.

## TEACHERS' BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the principal and members of the faculty find many opportunities of recommending teachers to good positions, and this they are always pleased to do as they feel that the service may be an advantage not only to the student, but to trustees and school officers as well. The principal of the school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of its students and alumni to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, the principal should be given a full and detailed statement of the requirements and conditions of the position.

# Register for 1912-13

## NORMAL DEPARTMENT

|                           |             |                          |            |
|---------------------------|-------------|--------------------------|------------|
| Aeppli, Lizetta.....      | Tempe       | Cole, Lewis.....         | Tempe      |
| Alexander, Enid.....      | Tempe       | Cole, Lois.....          | Tempe      |
| Allen, Irene.....         | Tempe       | Cole, Maude.....         | Tempe      |
| Anderson, Hope.....       | Texas       | Cole, Rita.....          | Tempe      |
| Aston, Ella.....          | Garces      | Coleman, Louana.....     | Mesa       |
| Augustine, Clara.....     | Stoddard    | Coleman, Mary Alice...   | Prescott   |
| Austin, Beulah.....       | Tempe       | Combs, Sarah.....        | Pasadena   |
| Austin, Delia.....        | Tempe       | Cooper, Chester.....     | Roosevelt  |
| Baker, Anna.....          | Bisbee      | Corbett, Hannah.....     | Topeka     |
| Barker, Blessie.....      | Feldman     | Cordes, Grace.....       | Prescott   |
| Barlow, Georgia.....      | Edmund      | Cordes, Minnie.....      | Prescott   |
| Barnette, Nellie.....     | Miami       | Craig, Edward.....       | Tempe      |
| Bauer, Marie.....         | Tempe       | Crook, Lanier.....       | Tempe      |
| Beardsley, Eunice.....    | Tucson      | Crook, Veiva.....        | Tempe      |
| Behn, Eva.....            | Phoenix     | Cross, Hattie.....       | Comanche   |
| Berry, Aida.....          | Dos Cabezas | Cummings, June.....      | Tempe      |
| Berry, Emilia.....        | Dos Cabezas | Dains, Ray.....          | California |
| Biggs, Wilford.....       | Mesa        | Dean, Moffatt.....       | Tucson     |
| Blendinger, Katherine...  | Phoenix     | Detloff, Lucille.....    | Bisbee     |
| Blount, Anna.....         | Tempe       | Dial, Ivan.....          | Safford    |
| Blount, Louise.....       | Phoenix     | Diamond, Sam.....        | Flagstaff  |
| Blount, Marie.....        | Tempe       | Dichtenmiller, Lena..... | Clifton    |
| Blount, Paul.....         | Tempe       | Dickinson, Jessie.....   | Tempe      |
| Bloys, Ina.....           | Tempe       | Dodenhoff, Mildred.....  | Phoenix    |
| Bloys, Lena.....          | Tempe       | Douglass Dorothy.....    | Tucson     |
| Bloys, William.....       | Tempe       | Dunagan, Ada.....        | Tempe      |
| Botkin, Ruth.....         | Tempe       | Duncan, Clara.....       | Bisbee     |
| Brack, Lelan.....         | Mesa        | Eckel, Grace.....        | Simmons    |
| Bradford, Alice.....      | Benson      | Eisenhart, Elizabeth.... | Pearce     |
| Braly, Inez.....          | Phoenix     | Eisenhart, John.....     | Portland   |
| Brooks, Henrietta.....    | Phoenix     | Enderton, Herbert...Oro  | Blanco     |
| Brooks, Jennie Lee.....   | Phoenix     | Enderton, Otto.....Oro   | Blanco     |
| Brooks, Nannie.....       | Phoenix     | Estrada, Isabel.....     | Tempe      |
| Brown, Harriett.....      | Globe       | Evans, Gladys.....       | Parker     |
| Brunenkant Edward...      | Florence    | Everett, Grace.....      | Duquesne   |
| Burtis, Walker.....       | Phoenix     | Faras, Concepcion.....   | Douglas    |
| Carr, Edna.....           | Tempe       | Fike, Frances.....       | Naco       |
| Carroll, Anna.....        | Phoenix     | Flannigan, Thomas.....   | Globe      |
| Carter, Cortlandt..Walnut | Grove       | Fogal, Alta.....         | Tempe      |
| Carter, Glenna....Walnut  | Grove       | Fogal, Edith.....        | Tempe      |
| Case, Wilmyth.....        | Phoenix     | Foster, Katie.....       | Safford    |
| Castle, Lionel.....       | Payson      | Foushee, Alice.....      | Phoenix    |
| Cauthen, Harriett.....    | Duncan      | Fowler, Mildred.....     | Nogales    |
| Cauthen, John.....        | Duncan      | Fram, Ray.....           | Phoenix    |
| Celaya, Ida.....          | Tempe       | Frank, Maggie.....       | Tempe      |
| Champie, Nettie.....      | Phoenix     | Frank, Nellie.....       | Tempe      |
| Champie, Viola.....       | Phoenix     | Frederick, Grace.....    | Globe      |
| Chilson, Edna.....        | Tempe       | Frederick, Katie.....    | Globe      |
| Chilson, Wilmirth.....    | Tempe       | Freeman, Lillian.....    | Safford    |
| Chilton, Esther.....      | Sheldon     | Frizzell, Florence.....  | Tempe      |



|                            |             |                         |             |
|----------------------------|-------------|-------------------------|-------------|
| Gammill, George.....       | Scottsdale  | Kittle, Grace.....      | Globe       |
| Gill, Frederica.....       | Globe       | Knight, Alice.....      | York        |
| Gilliland, Edna.....       | Tempe       | Krichbaum, Hilda.....   | Morenci     |
| Goodwin, Julius.....       | Tempe       | Laney, Grant.....       | Mesa        |
| Goodwin, Leona.....        | Tempe       | Laney, Mabel.....       | Mesa        |
| Gorrell, Pearl.....        | Phoenix     | Lassator, Laura.....    | Safford     |
| Graves, Spencer.....       | Parker      | Latham, John.....       | Phoenix     |
| Green, Laura.....          | Humboldt    | Latham, Mabel.....      | Phoenix     |
| Griffin, Horace.....       | Tempe       | Lawrence, Joe.....      | Phoenix     |
| Guldin, Mary.....          | Roosevelt   | Lee, Effie.....         | Safford     |
| Guldin, Viola.....         | Tempe       | Lemons, Paschal.....    | Pearce      |
| Haigler, Eva.....          | Tempe       | Lockett, Charles.....   | Flagstaff   |
| Haigler, Ruby.....         | Tempe       | Lockett, Nettie.....    | Flagstaff   |
| Haisley, Ruth.....         | Prescott    | Lorona, Esther.....     | Hayden      |
| Hance, Eva.....            | Yuma        | Lund, Ernestine.....    | Prescott    |
| Hansen, Amy.....           | Whittier    | McComb, Jesse.....      | Willcox     |
| Hansen, Lena.....          | Whittier    | McComb, Nora.....       | Willcox     |
| Hansen, Ora.....           | Whittier    | McComb, Robert.....     | Willcox     |
| Hanson, Lucy.....          | Tempe       | McCoy, Robert.....      | Glendale    |
| Harman, Marie.....         | Benson      | McDonough, Anna.....    | Flagstaff   |
| Harmon, Pansy.....         | Tempe       | McDougall, Elva.....    | Morenci     |
| Harris, Gussie.....        | Tempe       | McGuigan, Mamie.....    | Kansas City |
| Harrison, Mary.....        | Duquesne    | McIlmoil, Lucy.....     | Phoenix     |
| Hart, Mildred.....         | Ray         | McKee, Margaret.....    | Phoenix     |
| Hartranft, William.....    | Phoenix     | McKeen, Elizabeth.....  | Bisbee      |
| Hathaway, Nellita.....     | Nogales     | MacLennan, Kenneth..... | Tempe       |
| Haulot, Emily.....         | Phoenix     | McManus, Lawrence.....  | Phoenix     |
| Haulot, Helen.....         | Phoenix     | McMillan, John.....     | Sonora      |
| Hayden, Ethel.....         | Scottsdale  | McNulty, Vera.....      | Prescott    |
| Henderson, Williamson..... | Florence    | Mahoney, Susie.....     | Prescott    |
| Hiatt, Elsie.....          | Douglas     | Makin, Inez.....        | Enterprise  |
| Higgins, Rena.....         | Feldman     | Manley, Mildred.....    | Tempe       |
| Hilbers, Ida.....          | Tempe       | Marshall, George.....   | Pima        |
| Hilbers, Leonard.....      | Tempe       | Martin, Beryl.....      | Phoenix     |
| Hodnett, Geraldine.....    | Tempe       | Martin, Clarence.....   | Duncan      |
| Hoffman, Joe.....          | Naco        | Martin, Lucy.....       | Duncan      |
| Holcomb, Gladys.....       | Benson      | Martinez, Carmela.....  | Tempe       |
| Holcomb, Hazel.....        | Benson      | Miller, Lyda.....       | Tempe       |
| Hood, Wiley.....           | Greensburg  | Millett, Hazel.....     | Mesa        |
| Hood, Zula.....            | Greensburg  | Moeur, Sidney.....      | Tempe       |
| Houck, Martha.....         | Cave Creek  | Moody, Hazel.....       | Thatcher    |
| Houck, Viola.....          | Safford     | Moss, Bryan.....        | Tempe       |
| Houston, Anna.....         | Benson      | Moss, Florence.....     | Tempe       |
| Houston, May.....          | Benson      | Motes, Alva.....        | Fort Thomas |
| Howard, Helen.....         | Phoenix     | Mullen, Cecile.....     | Tempe       |
| Hudlow, Cora.....          | Hillside    | Mullen, Thaddeus.....   | Tempe       |
| Jarrett, Nettie.....       | Mesa        | Mumford, Helen.....     | Mesa        |
| Johnston, Dorothy.....     | Tempe       | Murchison, Aleph.....   | Tempe       |
| Johnston, Helen.....       | Tempe       | Murchison, Gladys.....  | Tempe       |
| Jones, Evelyn.....         | Wickenburg  | Nelson, Eugenia.....    | Buckeye     |
| Jones, Leona.....          | Tempe       | Nelson, Lucile.....     | Buckeye     |
| Jones, Maurice.....        | Tempe       | Nevin, Mary.....        | Globe       |
| Jordan, Stella.....        | Jerome      | Newcomer, Margaret..... | Phoenix     |
| Jordan, William.....       | Jerome      | Newton, Harry.....      | Imperial    |
| Jund, Trinidad.....        | Los Angeles | Nichols, Warren.....    | Tempe       |
| Kempf, Annie.....          | Benson      |                         |             |

Nicholson, Marshall.....Willcox  
 Orduno, Rachel.....Tempe  
 Oviedo, Margaret.....Tempe  
 Oviedo, Rose.....Tempe  
 Owen, Lillian.....Morenci  
 Parks, Leo.....Globe  
 Parry, Katherine.....Sonora  
 Passey, Viola.....Pine  
 Pearce, Zetta.....Mesa  
 Peeler, Margaret.....Mississippi  
 Perrault, Roy.....Sherman  
 Peters, Vernon.....Tempe  
 Pevehouse, Emma.....Kansas  
 Phelps, Clara.....Mesa  
 Phelps, Hazel.....Mesa  
 Pinson, Margaret.....Sonora  
 Pomeroy, Hazel.....Mesa  
 Powell, Ione.....Florence  
 Priest, Adele.....Yuma  
 Pritchard, Robert.....Rice  
 Pulliam, Myrtle.....Flagstaff  
 Quinn, Mabel.....Tempe  
 Radley, Mary.....Jerome  
 Rankin, Ella.....Tombstone  
 Redden, Irene.....Tempe  
 Redden, Susie.....Tempe  
 Regan, Kittie.....Bisbee  
 Robbins, Irene.....Tempe  
 Roberts, Helen.....Winkelman  
 Roberts, Nellie.....Illinois  
 Robinson, Dorothy.....Ingleside  
 Rohrig, Susie.....Tempe  
 Rosenberger, Ada.....Riverside  
 Rouse, Michael.....Kentucky  
 Ruderman, Minnie.....Tempe  
 Russell, Ernest.....Safford  
 Saint Clair, Myra.....Oak Grove  
 Salmans, Flora.....Guanajuato  
 Sampson, Emory.....Garces  
 Sampson, Margaret.....Garces  
 Sanders, Mamie.....Cananea  
 Sandige, John.....Phoenix  
 Sandoz, Hazel.....Tempe  
 Sandoz, Vernice.....Tempe  
 Scarborough, Kath'r'ne.....Lordsb'rg  
 Schoshusen, Hortense.....Germany  
 Schoshusen, Lena.....Tempe  
 Schultz, Rose.....Mammoth  
 Scott, Vera.....Detroit  
 Seals, Neva.....Tempe  
 Shew, Edna.....Walnut Grove  
 Shott, Ruby.....Phoenix  
 Simmons, Linton.....Tempe  
 Smith, Lelah.....Upland  
 Soullier, Paul.....Detroit  
 Spangler, Lola.....Tempe  
 Spangler, Lulu.....Tempe

Spikes, Albert.....Douglas  
 Spikes, John.....Douglas  
 Spindle, Henry.....Naco  
 Spoon, Ira.....Duncan  
 Spoon, Tillie.....Duncan  
 Springer, Edgar.....Cashion  
 Stacey, Ethel.....Buckeye  
 Stacey, Maude.....Buckeye  
 Standage, Glenn.....Mesa  
 Stephens, Clarabel.....Ft. Thomas  
 Stephens, Marguerite.....Prescott  
 Strumm, Irene.....Globe  
 Sturgeon, Beulah.....Tempe  
 Tamborino, Dorothy.....Congress  
 Thew, Flora.....Tempe  
 Thiel, Alice.....Tombstone  
 Throm, Bertha.....Clifton  
 Tompkins, Amy.....Phoenix  
 Tompkins, Hazel.....Phoenix  
 Treat, Margaret.....Benson  
 Tucker, Myrtle.....Tempe  
 Turner, Ella.....New Mexico  
 Turner, Jewel.....Elgin  
 Turner, Myrtle.....Tempe  
 Turner, Stella.....Elgin  
 Walker, Gladys.....Calabasas  
 Walker, Marjorie.....Tempe  
 Wallingford, Blanche.....Prescott  
 Ware, Beulah.....Tempe  
 Warner, Edith.....Tempe  
 Warner, Grace.....Tempe  
 Watkins, Ruth.....Douglas  
 Watson, Ernest.....Illinois  
 Webb, Elizabeth.....California  
 Webb, May.....Douglas  
 Webb, Norma.....Roosevelt  
 Wedgeworth, Ada.....Palo Verde  
 Welborn, Lela.....Phoenix  
 Welborn, Marion.....Phoenix  
 Welborn, Mary.....Phoenix  
 Wells, Harriett.....Mayer  
 Wells, Hazel.....Phoenix  
 White, Elvin.....Tempe  
 White, Garland.....Tempe  
 Wickliffe, Winnie.....Tempe  
 Wilson, Emily.....Bisbee  
 Wilson, Sarah.....Safford  
 Windham, Bessie.....Somerton  
 Wingfield, Mary.....Jerome  
 Wixom, Lillian.....Thatcher  
 Wixom, Rosalind.....Thatcher  
 Woods, Helen.....Tempe  
 Woods, Laura.....Globe  
 Woods, Russell.....Tempe  
 Woolf, Ethel.....Scottsdale  
 Zimmerman, Erma.....Tempe  
 Total Enrollment, 329.

## TRAINING DEPARTMENT

Acedo, Lamo  
 Acedo, Lura  
 Alexander, Sadie  
 Alexander, Cecil  
 Allen, Bert  
 Allen, Katie  
 Anquis, Amelia  
 Anquis, Manuela  
 Arvizo, Leonor  
 Arvizo, Rita  
 Arvizo, Juana  
 Austin, Elsie  
 Austin, Harold  
 Austin, Cedric  
 Barnette, Foy  
 Barnette, Ethel  
 Barnette, Lee  
 Barnette, Wayland  
 Basquez, Cruz  
 Basquez, Pastora  
 Benites, Angelita  
 Benites, Fred  
 Benites, Jose  
 Benites, Pedro  
 Billa, Francisca  
 Billa, Manuel  
 Billa, Maria  
 Billa, Guilleramo  
 Billa, Espividian  
 Bristaro, Frank  
 Bloys, Beulah  
 Blount, Alma  
 Botkin, Claude  
 Botkin, Lorene  
 Botkin, Paul  
 Carr, Edward  
 Carroll, Geraldine  
 Casner, Edith  
 Casner, Howard  
 Casner, Winona  
 Chilson, Bert  
 Chilson, Warren  
 Cole, Emma  
 Cole, Ruth  
 Cole, William  
 Crook, Alta  
 Doll, Eduardo  
 Doll, Leonor  
 Donaldson, George  
 Donaldson, Una  
 Donaldson, William  
 Elias, Irene  
 Enriques, Carmen  
 Escalante, Altagaracia  
 Escalante, Enrique

Escalante, Mary  
 Escalante, Petra  
 Felton, James  
 Flous, Dora  
 Flumerfelt, Helen  
 Flumerfelt, Percy  
 Frazee, Dealis  
 Frazee, Sammy  
 Frizzell, Stella  
 Galas, Elisa  
 Galas, Miguel  
 Galas, Petra  
 Garcia, Necho  
 Godfrey, George  
 Godfrey, Leona  
 Goodwin, Gordon  
 Green, Fred  
 Griffin, Henry  
 Grant, Hattie  
 Griswold, Aileen  
 Guldin, Michael  
 Haulot, Alfred  
 Haulot, Gertrude  
 Halbert, Callie  
 Holladay, Sam  
 Hilbers, Cecil  
 Hudlow, Floyd  
 Hurley, Frank  
 Hurtado, Joe  
 Imperial, Amaha  
 Imperial, Mercedes  
 Johnston, Janet  
 Johnston, Miriam  
 Jones, Gertrude  
 Lawrence, Billy  
 Lawrence, Ernest  
 Lawrence, Eron  
 Linn, Paula  
 Lopez, Andres  
 Lyman, Genevieve  
 MacLennan, Anita  
 McElhaney, Byron  
 McElhaney, Coyt  
 McKay, Jean  
 McKay, Muriel  
 McKay, Ruth  
 Matley, Welcome  
 Meyer, Clifford  
 Meyer, Margaret  
 Miller, Horace  
 Moreno, Hortensia  
 Moreno, Augustine  
 Moss, Etta  
 Moss, Lula  
 Mullen, Francis

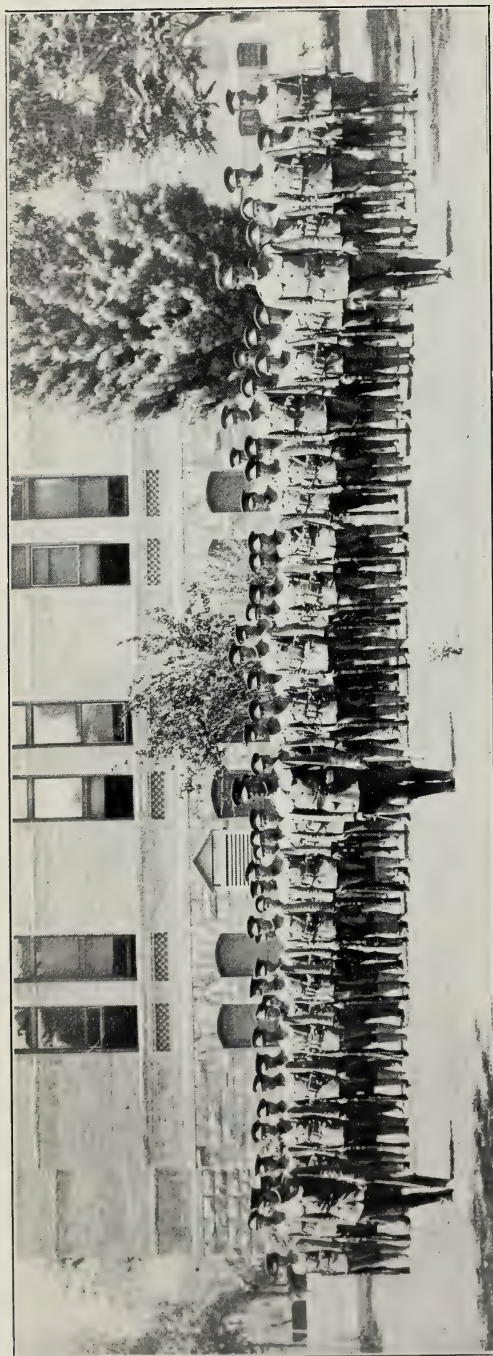


CACTUS WALKING CLUB



DRIVEWAY





MILITARY COMPANY

GIRLS' BASKET-BALL TEAM



|                     |                        |
|---------------------|------------------------|
| Mullen, Josephine   | Smith, Ira             |
| Murchison, Daniel   | Smith, Willie          |
| Nelson, Esther      | Smith, Cecil           |
| Nelson, Beatrice    | Sotelo, Edith          |
| Nelson, Wallace     | Soza, Reynaldo         |
| Noriega, Beatrice   | Soza, Enrique          |
| Noriega, Clara      | Spangler, Ray          |
| Noriega, Francis    | Stalie, Robert         |
| Noriega, Juana      | Striplin, Virgil       |
| Noriega, Lawrence   | Stroud, Maud           |
| Noriega, Lionel     | Surface, Julia         |
| Ochoa, Jose         | Surface, Maud          |
| Ochoa, Sarah        | Teeter, Helene         |
| O'Connor, Helen     | Teeter, Ronald         |
| O'Connor, John      | Teeter, Zella          |
| Orta, Daniel        | Uvez, Frances          |
| Oviedo, Susie       | Uvez, Elias            |
| Palomino, Josefa    | Uvez, Manuel           |
| Perry, Cipo         | Uvez, Tobias           |
| Perez, Petricio     | Uvez, Carmen           |
| Powell, Lucas       | Valencia, Maria        |
| Quiques, Frank      | Valencia, Petra        |
| Redden, Lela        | Valenzuela, Antonio    |
| Rodriguez, Beatrice | Vallarial, Sarah       |
| Rodriguez, Manuel   | Vega, Mary             |
| Rhymer, Floyd       | Vensel, Ada            |
| Rhymer, Nellie      | Vensel, Mary           |
| Rivera, Marguerita  | Warner, Ruth           |
| Robbins, Dick       | White, Irval           |
| Ruiz, Frank         | Williams, Hazel        |
| Ruiz, Natalia       | Williams, Myrtle       |
| Ryviers, Floyd      | Williams, Reba         |
| Sanders, Helen      | Williams, Rhea         |
| Sanders, Carmen     | Williams, Susie        |
| Sanders, Ella       | Windes, Nora           |
| Sarategui, Louisa   | Workman, Mildred       |
| Sarategui, Lupi     | Workman, Roy           |
| Seals, Irvin        | Zimmerman, Erdene      |
| Smith, Edna         | Zimmerman, Wesley      |
| Smith, Ida          | Total Enrollment, 190. |

# SUMMARY OF REGISTRATION

|                         |     |
|-------------------------|-----|
| Normal Department ..... | 329 |
| Training School.....    | 190 |
| Total .....             | 519 |

## Alumni Register

### CLASS OF 1887

| Name                                                  | Address             |
|-------------------------------------------------------|---------------------|
| Etta Bromell (Mrs. J. Webster Johnson).....           | Los Angeles, Cal.   |
| Georgia A. Holmesley.....                             | Clifton             |
| Reese M. Ling (District Attorney, Yavapai County).... | Prescott            |
| Colonel J. H. McClintock.....                         | Postmaster, Phoenix |
| *Gertrude Pomeroy .....                               |                     |

### CLASS OF 1888

|                                              |       |
|----------------------------------------------|-------|
| Kate Cummings (Mrs. Fisher Bailey).....      | Tempe |
| *Martha Sears .....                          |       |
| Henry Q. Robertson (Supt. City Schools)..... | Mesa  |

### CLASS OF 1890

|                                       |       |
|---------------------------------------|-------|
| Nanna Brown (Mrs. John Knight).....   | Tempe |
| Lena Coughran (Mrs. J. M. Sears)..... | Tempe |

### CLASS OF 1891

|                                               |                   |
|-----------------------------------------------|-------------------|
| Lee Gray, LL. B. (Yale, 1893) (Attorney)..... | Los Angeles, Cal. |
| Josephine Frankenberg .....                   | Tempe             |

### CLASS OF 1892

|                                            |                   |
|--------------------------------------------|-------------------|
| Lillian J. McAllester.....                 | Los Angeles, Cal. |
| Victoria B. Shaw (Mrs. Geo. K. Smith)..... | Tucson            |

### CLASS OF 1893

|                                                        |                     |
|--------------------------------------------------------|---------------------|
| Mamie Anderson (Mrs. J. E. Boyd).....                  | Wickenburg          |
| Agnes Halbert .....                                    |                     |
| W. I. Melton.....                                      | Toluca, Cal.        |
| Lidia Rembert.....                                     | San Francisco, Cal. |
| Mary Wingar (Mrs. Harry Archbald).....                 | Pasadena, Cal.      |
| Chas. C. Woolf, LL. B. (Univ. of Col.) (Attorney)..... | Tempe               |

### CLASS OF 1894

|                                                     |                     |
|-----------------------------------------------------|---------------------|
| Myrtle Alpin (Physician at Napa Insane Asylum)..... |                     |
| .....                                               | East Highland, Cal. |
| Joseph T. Birchett (Mayor).....                     | Tempe               |
| Addine Bury (Mrs. Ira Reedy).....                   | Berkeley, Cal.      |
| Nettie Clay (Mrs. Ashby Hawes).....                 | Tempe               |
| Agnes Dobbie (Mrs. J. D. Loper).....                | Phoenix             |
| Allie Gray (Mrs. Joe Sparks).....                   | El Paso, Texas      |
| Leroy F. Hill.....                                  | Birmingham, Ala.    |
| Mary E. McNeill.....                                | Tempe               |
| John Metz .....                                     | Tucson              |

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\*Deceased.

| Name                                      | Address                 |
|-------------------------------------------|-------------------------|
| Blanche Newell (Mrs. S. L. McArthur)..... | Los Angeles, Cal.       |
| Rosina Pomeroy (Mrs. Adam R. Brewer)..... | Safford                 |
| Ella Sanders (Mrs. Louis Cordon).....     | Dublin, Chihuahua, Mex. |
| Anna R. Stewart.....                      | Tempe                   |
| Ida M. Woolf (Mrs. A. J. O'Connor).....   | Tempe                   |

## CLASS OF 1895

|                                                         |                               |
|---------------------------------------------------------|-------------------------------|
| Mariam Anderson (Mrs. H. B. Davenport).....             | Swansea                       |
| John R. Birchett.....                                   | Tempe                         |
| John J. Carroll.....                                    | Tempe                         |
| Carrie Culver.....                                      | Corona, Cal.                  |
| Lottie Gibson (Mrs. R. L. Mullen).....                  | Tempe                         |
| Allie Holmesley (Mrs. Josiah Williams).....             | Pima                          |
| J. Wallace Morse.....                                   | St. Louis, Mo.                |
| Chas. P. Mullen.....                                    | Tempe                         |
| Roscoe Walsworth, LL. B. (Harvard University, '05)..... |                               |
| .....                                                   | 35 Orchard St., Revere, Mass. |
| Maude J. Welcome (Mrs. Hudson Searles).....             | Tucson                        |
| *Bertha Wilson (Mrs. J. Oscar Mullen).....              |                               |
| E. Stanley Windes (Mrs. W. H. Beymer).....              | Lebam, Wash.                  |

## CLASS OF 1896

|                                                 |                   |
|-------------------------------------------------|-------------------|
| *J. Lawrence Abell.....                         |                   |
| Nellie C. Culver (Mrs. Roy Frankenberg).....    | Imperial, Cal.    |
| Don J. Frankenberg.....                         | Tempe             |
| Nott E. Guild.....                              | Red Rock          |
| Florence G. Hanna (Mrs. J. B. Flummerfelt)..... | Tempe             |
| Carl T. Hayden (U. S. Congressman).....         | Washington, D. C. |
| Jane M. Hedgepeth.....                          | Phoenix           |
| Lewis G. Hedgepeth.....                         | Phoenix           |
| Georgia A. Hendrix (Mrs. L. C. Austin).....     | Tempe             |
| Amina W. McNaughton (A. B. 1898).....           | Pasadena, Cal.    |
| Deborah I. Morris (Mrs. Doane Merrill).....     | San Diego, Cal.   |
| Bertha M. White (Mrs. Reese).....               | Bisbee            |
| Julia R. Nichols (Mrs. C. B. Calhoun).....      | Tempe             |
| Roy Frankenberg.....                            | Imperial, Cal.    |

## CLASS OF 1897

|                                                 |                   |
|-------------------------------------------------|-------------------|
| May A. Austin (Mrs. William M. Goodwin).....    | Tempe             |
| Julius G. Hansen.....                           | Los Angeles, Cal. |
| Adele Hauxhurst.....                            | Redondo, Cal.     |
| May C. Huffer (Mrs. Bondhower).....             | Globe             |
| Jane P. Martin (Mrs. Verner A. Vanderhoof)..... | Scottsdale        |
| Ana M. Miller (Mrs. Raub).....                  | Phoenix           |
| *Clara M. Miller (Mrs. Z. M. Zander).....       |                   |

\*Deceased.



| Name                                        | Address           |
|---------------------------------------------|-------------------|
| *Flora L. Mills.....                        |                   |
| J. Oscar Mullen.....                        | Postmaster, Tempe |
| Ada M. Peyton (Mrs. William Dodenhoff)..... | Phoenix           |
| Mary C. Robinson (Mrs. W. J. Bowen).....    | Mesa              |
| Lucy M. Schwarz.....                        | Mesa              |
| Addie Sirrine (Mrs. Ellis Johnson).....     | Mesa              |
| Verner A. Vanderhoof.....                   | Scottsdale        |
| Walter S. Wilson.....                       | Phoenix           |
| Alice B. Windes.....                        | Flagstaff         |

## CLASS OF 1898

|                                             |                   |
|---------------------------------------------|-------------------|
| Edith R. Abell (Mrs. Drane).....            | Mesa              |
| Mary C. Bosbyshell (Mrs. Chas. Rhone).....  | Douglas           |
| Flora N. Cohn.....                          | Los Angeles, Cal. |
| *Elizabeth W. England.....                  |                   |
| Louie V. Gage (Mrs. Dennett).....           | Phoenix           |
| Una B. Hanna (Mrs. E. G. Decker).....       | Globe             |
| J. Wesley Hill.....                         | Phoenix           |
| Olive J. Maxwell (Mrs. C. A. Stewart).....  | Los Angeles, Cal. |
| Florence A. McKee (Mrs. Chas. Arnold).....  | Phoenix           |
| Julia E. Melton .....                       | Downey, Cal.      |
| Mary R. Moore (Mrs. J. T. Hood).....        | Bisbee            |
| Ethel M. Orme (Mrs. E. W. Lewis).....       | Phoenix           |
| Charlotte E. Perry (Mrs. Homer Reddin)..... | Long Beach, Cal.  |
| William R. Price.....                       | Phoenix           |
| Clyde A. Stewart.....                       | Los Angeles, Cal. |
| Ida Warren Swigett (Mrs. Van Kirk).....     | Phoenix           |
| Walter H. Wilbur.....                       | Banker, Tempe     |

## CLASS OF 1899

|                                                 |                      |
|-------------------------------------------------|----------------------|
| Garnett Allison .....                           | Mesa                 |
| Bessie Frances Archbald.....                    | Los Angeles, Cal.    |
| Eva L. Bowyer (Mrs. E. N. Jenkins).....         | El Paso, Texas       |
| Lutie Marion Carlyle.....                       | San Bernardino, Cal. |
| Nellie E. Clark (Mrs. A. M. Harmer).....        | Tempe                |
| Robert O. Duncan.....                           | Phoenix              |
| Inez B. Fisher (Mrs. T. A. Collins).....        | Phoenix              |
| Jessica Frazier.....                            | Denver, Colo.        |
| Martha Garnett .....                            | Phoenix              |
| Garfield A. Goodwin.....                        | Tempe                |
| Lena Rivers Hartsfield.....                     | Mesa                 |
| Ella Leota Hauxhurst (Mrs. Harry Galliver)..... | Phoenix              |
| Harry G. Hendrix.....                           | Globe                |
| Benjamin E. Hicks.....                          | Globe                |

\*Deceased.

| Name                                         | Address           |
|----------------------------------------------|-------------------|
| Margaret Beatrice Hughes.....                | Tempe             |
| Frank R. Kellner (Mrs. J. Baxter Lewis)..... | El Paso, Texas    |
| D. Maude Lincoln (Mrs. A. C. Lockwood).....  | Douglas           |
| Alice A. Morse.....                          | Seattle, Wash.    |
| Lillian M. Murray (Mrs. Irving Andrews)..... | Los Angeles, Cal. |
| Grace Newell (Mrs. Guy Collins).....         | Roosevelt         |
| Edna A. Ozanne (Mrs. Walter S. Wilson).....  | Phoenix           |
| L. Clay Henshaw (Mrs. Ed Bowers).....        | Phoenix           |
| Zebulon Pearce .....                         | Mesa              |
| *Minnie A. Perry (Mrs. Joe Bassett).....     |                   |
| Madge P. Richmond (Mrs. Oscar Roberts).....  | Phoenix           |
| Gilbert States, M. D.....                    | Franklin, Idaho   |
| Ida W. Temple (Mrs. E. C. Piper).....        | Douglas           |
| Ruby M. Tucker (Mrs. Chas. Woolf).....       | Tempe             |
| Lillian A. Vaughn (Mrs. J. Dunbar).....      | Benson            |
| Emma Peyton (Mrs. Geo. Swindel).....         | Manila, P. I.     |
| Mary Malvina Wallace.....                    | Bisbee            |
| Veronica White (Mrs. A. M. Woods).....       | Bisbee            |
| Lulu Belle Wingar (Mrs. R. R. Root).....     | Pima              |

Owing to the action of the Board in extending the course of study, no class was graduated in 1900.

#### CLASS OF 1901

|                                                                    |                  |
|--------------------------------------------------------------------|------------------|
| Noble Carter.....                                                  | Manila, P. I.    |
| Alma Morgan Davis.....                                             | Mesa             |
| Alice A. Fultz (Mrs. Archambeau).....                              | Prescott         |
| Hattie M. Green (Mrs. Henry Lockett).....                          | Phoenix          |
| *Edna Lucy Greenleaf.....                                          |                  |
| Dean Ely Goodwin.....                                              | Ann Arbor, Mich. |
| Minnie A. Hill (Mrs. J. A. Britz).....                             | Hayden           |
| Elizabeth India Hedgepeth (Mrs. James Monroe Ressinger)..<br>..... | San Diego, Cal.  |
| Josephine K. Hottinger (Mrs. Jessie Bunk)....                      | Santa Rosa, Cal. |
| Perla E. Martin (Mrs. Ed. Halderman).....                          | Bisbee           |
| Eleanor Atlee Merriam (Mrs. Charles McDonald).....                 | Phoenix          |
| Mary Emma McNulty.....                                             | Tempe            |
| Helen Marion Stewart (Mrs. Ellis Wilcox).....                      | St. David        |
| Serretta Anne Sirrine (Mrs. Clarence Paddock).....                 | Mesa             |
| Elizabeth Schwarz (Mrs. Jones).....                                | Mesa             |
| Charles Albert Stauffer.....                                       | Phoenix          |
| Ethel M. Wilbur (Mrs. W. Dorman).....                              | Mesa             |
| L. Grace Webb (Mrs. Philo Ozanne).....                             | Phoenix          |

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\*Deceased.

| Name                                       | Address                  |
|--------------------------------------------|--------------------------|
| CLASS OF 1902                              |                          |
| Alice B. Appleby (Mrs. H. Wagnon).....     | Douglas                  |
| Rachel Brady (Mrs. Levi Walker).....       | Tempe                    |
| Jessie F. Creager (Mrs. J. Kelly).....     | Los Angeles, Cal.        |
| Florence C. Ford (Mrs. M. Tribby).....     | Prescott                 |
| J. H. Gerard.....                          | San Francisco            |
| Leona L. Gibson.....                       | Whittier, Cal.           |
| Grace M. Godwin (Mrs. T. T. Waterman)..... |                          |
| .....                                      | 2213 Union St., Berkeley |
| Charles A. Haigler.....                    | Tempe                    |
| Victoria F. Harmon.....                    | Tempe                    |
| Leona M. Haulot.....                       | Tempe                    |
| Clara W. Johnson.....                      | Phoenix                  |
| D. D. Jones.....                           | Thatcher                 |
| Orren C. Jones.....                        | Mesa                     |
| Stella F. Ross (Mrs. M. P. Holliday).....  | Mesa                     |
| Mary J. C. Snyder (Mrs. Kendrick).....     | Don Luis                 |
| Orpha C. Standage (Mrs. D. Babbitt).....   | Mesa                     |
| Edith F. Stewart (Mrs. J. Lane).....       | Bisbee                   |
| Harry R. Trusler, A.M.; LL. B.....         | Gainesville, Fla.        |

## CLASS OF 1903

|                                                         |                           |
|---------------------------------------------------------|---------------------------|
| Charles Alexander .....                                 | Tempe                     |
| Raymond H. Alexander.....                               | Tempe                     |
| Elizabeth Cosner .....                                  | Tempe                     |
| Alice Curnow .....                                      | Globe                     |
| *E. Murray Curnow.....                                  |                           |
| Lelia Hicks (Mrs. Thomas Long).....                     | Livingstone               |
| Rose Irene Hottinger.....                               | Santa Rosa, Cal.          |
| Janie Izora Irvine (Mrs. J. M. Lindsey).....            | Mesa                      |
| Ida May Johnson (Mrs. Ira H. Frankenberg).....          | Tempe                     |
| *Emma Laura King (Mrs. Alma Davis).....                 |                           |
| Mamie Gertrude King (Mrs. Joe Fitzgerald).....          | Hayden                    |
| Lynn M. Laney, LL. B. Stanford University.....          | Phoenix                   |
| Ina Lucinda Listerbarger (Mrs. J. Randolph Hamlin)..... |                           |
| .....                                                   | 618 Gail St., Los Angeles |
| Clarence Mark Paddock.....                              | Patterson, Cal.           |
| George Reed.....                                        | San Diego, Cal.           |
| Elmer F. Ruse.....                                      | Mesa                      |
| Orrin L. Standage.....                                  | Tempe                     |

## CLASS OF 1904

|                                        |      |
|----------------------------------------|------|
| Deborah Allen .....                    | Mesa |
| Rebecca Allen (Mrs. O. A. Phelps)..... | Mesa |

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\*Deceased.

| Name                                       | Address                           |
|--------------------------------------------|-----------------------------------|
| Winnifred E. Allison (Mrs. Johns).....     | Globe                             |
| Fannie Armitage (Mrs. L. D. Redfield)..... | Benson                            |
| Helen Axtell .....                         | Douglas                           |
| Ernest Corbell.....                        | Los Angeles, Cal.                 |
| Grace Culver.....                          | 409 W. 2nd St., Los Angeles, Cal. |
| Lucy Cummings (Mrs. J. F. Warner).....     | Tempe                             |
| Mabel Goldsworthy (Mrs. Fred Kenney).....  | Bisbee                            |
| Alice Grier (Mrs. Marion Kays).....        | Richfield, Idaho                  |
| Adelaide Kindred (Mrs. O. C. Fouse).....   | Phoenix                           |
| Louise Lynd .....                          | Tempe                             |
| Sallie Miller (Mrs. Paul Seitz).....       | Lordsburg, N. Mex.                |
| Mary Millet (Mrs. Alma Davis).....         | Mesa                              |
| Charlotte Mullen .....                     | Tempe                             |
| Getha Munds (Mrs. A. A. Benedict).....     | Camp Verde                        |
| Jennie Munds (Mrs. David Wingfield).....   | Camp Verde                        |
| Della Penn.....                            | Santa Monica, Cal.                |
| Ida Penn.....                              | Santa Monica, Cal.                |
| Pansy Robbins (Mrs. H. H. Huffer).....     | Tempe                             |
| *Marion Thomas .....                       |                                   |
| Everett Wilbur.....                        | Mesa                              |
| Maude Wilson .....                         | Tempe                             |

## CLASS OF 1905

|                                             |                                               |
|---------------------------------------------|-----------------------------------------------|
| Florence Armitage (Mrs. N. J. Roberts)..... | Los Angeles, Cal.                             |
| Jessie Blake (Mrs. Earl Brown).....         | Phoenix                                       |
| Jessie Clark .....                          | Benson                                        |
| Mattie Corbell (Mrs. Harry Brown).....      | Lathrop, Cal.                                 |
| Alice DeForest.....                         | Troy                                          |
| Nellie Duncan (Mrs. Everett Wilbur).....    | Mesa                                          |
| Frank Dykes .....                           | Clifton                                       |
| Alice Greenleaf (Mrs. Francis Byrne).....   | Florence                                      |
| Ione Greenleaf .....                        | Yuma                                          |
| Edgar Hendrix.....                          | Roundup, Mont.                                |
| Frank Hough .....                           | Phoenix                                       |
| Alma Jones .....                            | Mesa                                          |
| Laverna Lossing .....                       | Flagstaff                                     |
| Bertha Lyall .....                          | Phoenix                                       |
| Ina McComas .....                           | Tempe                                         |
| Helen MacIntyre (Mrs. Horton Jones).....    | Clifton                                       |
| Mary Mullen (Mrs. Lynn Palmer).....         | Douglas                                       |
| Elma Pulsifer (Mrs. Cone Webb).....         | Phoenix                                       |
| Margaretha Schwarz .....                    | Mesa                                          |
| Harry Van Noate..                           | Case School of Applied Science, Cleveland, O. |
| Vessa Wright (Mrs. Chas. Merrill).....      | Bisbee                                        |

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\*Deceased.



| Name                                      | Address             |
|-------------------------------------------|---------------------|
| CLASS OF 1906                             |                     |
| Laura Agnew .....                         | Clifton             |
| Mabel Anderson (Mrs. John F. Dooley)..... | Bracketville, Texas |
| Harry Brown.....                          | Lathrop, Cal.       |
| Mamie Cain .....                          | Prescott            |
| Clara Clem (Mrs. Norman P. Palmer).....   | Camp Verde          |
| Eula Clem (Mrs. W. H. Dougherty).....     | Wickenburg          |
| Delila Carrol (Mrs. W. F. Drew).....      | Mesa                |
| Maude Collins (Mrs. Elmer Redden).....    | Prescott            |
| Alma Cowen (Mrs. J. F. Tresler).....      | Hillyard, Wash.     |
| Iva Cox.....                              | Tausred, Cal.       |
| Olivia Doherty .....                      | Nogales             |
| Ethel Doherty .....                       | Nogales             |
| Harriet Gaddis (Mrs. S. T. Span).....     | Clifton             |
| Genevieve Gerald.....                     | Globe               |
| Ada Halderman .....                       | Dragoon             |
| Alma Harris (Mrs. Merton Stewart).....    | Mayer               |
| Hazel Hendrix (Mrs. C. Tillman).....      | Roundup, Mont.      |
| Alta Holmes .....                         | Phoenix             |
| Clifford Johnston .....                   | Tempe               |
| Bertram Jones .....                       | Mesa                |
| Rollin Jones .....                        | Mesa                |
| Reinhold Jungerman, A. B. (Berkeley)..... | Berkeley            |
| Mabel Kemp (Mrs. A. C. Duffy).....        | Vail                |
| James King .....                          | Phoenix             |
| Annes Keating (Mrs. Fred C. Ayer).....    | Eugene, Ore.        |
| Karl Leebrick.....                        | Covina, Cal.        |
| Lucy Leftwich .....                       | Jerome              |
| Anna Matthews (Mrs. E. L. Hendrix).....   | Roundup, Mont.      |
| Carrie Marlar (Mrs. G. Bright).....       | Phoenix             |
| Marina Priest .....                       | Longfellow          |
| Clarence Standage .....                   | Phoenix             |
| Sadie Stauffer (Mrs. F. W. Griffen).....  | Phoenix             |
| Jeane Standage (Mrs. Don Le Baron).....   | Mesa                |
| Bertha Stewart (Mrs. C. Bodily).....      | Mesa                |
| Mary Stilwell .....                       | Phoenix             |
| Elizabeth Ullman (Mrs. Roy Parsons).....  | Phoenix             |
| Hester Wallace .....                      | Bisbee              |
| Gladys Wright (Mrs. Bertram Jones).....   | Mesa                |

## CLASS OF 1907

|                                       |                   |
|---------------------------------------|-------------------|
| Kathryn Barnett.....                  | Los Angeles, Cal. |
| Frankie Bellamy .....                 | Yuma              |
| Helen Benedict .....                  | Tombstone         |
| Helen Blome (Mrs. Norman Windes)..... | Tempe             |



TENNIS (MENS' DOUBLES)



TENNIS (MIXED DOUBLES)



TRACK TEAM



BASE BALL TEAM



| Name                                       | Address                          |
|--------------------------------------------|----------------------------------|
| Stella Brown (Mrs. A. Hadsell).....        | Long Beach, Cal.                 |
| Rena Cole (Mrs. J. W. Magorian).....       | McFarland, Cal.                  |
| Josie Critchley (Mrs. Wm. Hurley).....     | Artesia, Cal.                    |
| Fannie Dobbie .....                        | Mesa                             |
| Olive Griffen (Mrs. Ray Nichols).....      | Mesa                             |
| Mamie Hadsell (Mrs. A. R. Taylor).....     | Phoenix                          |
| Emma Haulot (Mrs. Henry Marlette).....     | Los Angeles, Cal.                |
| Maud Hayes.....                            | 127 E. Lime Ave., Monrovia, Cal. |
| Fred Holmes.....                           | Berkeley, Cal.                   |
| Genevieve Hubbard (Mrs. Frank Pettit)..... | Phoenix                          |
| Rosa Jaime (Mrs. Fred Dick).....           | Clifton                          |
| Ethel Jones (Mrs. Nathan).....             | Bisbee                           |
| Lucy Kenney (Mrs. John McGreggor).....     | Bisbee                           |
| Mary Leavell .....                         | Phoenix                          |
| Kittie McNichol .....                      | Humboldt                         |
| Alice Merritt (Mrs. George E. Brown).....  | Minneapolis, Minn.               |
| Nelly Murphy.....                          | Carmel, Cal.                     |
| Georgia Quinn (Mrs. C. T. Menard).....     | Ray                              |
| Amelia Rabinovitz (Mrs. Curtis).....       | Phoenix                          |
| Eva Ruse (Mrs. C. Keebler).....            | Tempe                            |
| Lemmie Stauffer (Mrs. Tom Higley).....     | Phoenix                          |
| Maud Stewart (Mrs. M. Anderson).....       | Hayden                           |
| Edna Stobbs .....                          | Phoenix                          |
| Palmyra Tamborino .....                    | Phoenix                          |
| Carrie Thompson .....                      | Pioche, Nev.                     |
| Sydney Vensel .....                        | Phoenix                          |
| Iva Walker (Mrs. Lewis Hallenbeck).....    | Salida, Colo.                    |

## CLASS OF 1908

|                                                    |             |
|----------------------------------------------------|-------------|
| F. Herbert Ballou.....                             | Tempe       |
| May Benson (Mrs. J. Clifford).....                 | Los Angeles |
| Maude B. Cummings.....                             | Tempe       |
| Helen Duval .....                                  | Phoenix     |
| Iva Easterwood .....                               | Phoenix     |
| Catherine Fitzgerald (Mrs. Hugo A. Thorbecke)..... | Jerome      |
| Mary Haulot .....                                  | Tempe       |
| Johnie Hazelwood .....                             | Globe       |
| Doctor Jones .....                                 | Mesa        |
| Blanche McKee (Mrs. Leon Jones).....               | Salome      |
| Josephine McPherson .....                          | Tombstone   |
| Lou Marlar .....                                   | Phoenix     |
| Harriett Merritt (Mrs. William LePage).....        | Tempe       |
| Irving Meskimons .....                             | Phoenix     |
| Halbert Miller .....                               | Tempe       |
| Artemus Millet .....                               | Mesa        |



| Name                                         | Address                     |
|----------------------------------------------|-----------------------------|
| Maud Perry .....                             | Tempe                       |
| Nellie Pine (Mrs. Orrin H. Lincoln).....     | Douglas                     |
| Gertrude Potts .....                         | Kingman                     |
| Inez Robbins (Mrs. Marshall Brown).....      | Payson                      |
| Della Schaal (Mrs. Halbert Miller).....      | Tempe                       |
| Belle Stephens (Mrs. G. J. Wiggernhorn)..... |                             |
| .....                                        | 1559 Diamond Ave., Pasadena |
| Nellie Trent (Mrs. Jos. Bush).....           | Phoenix                     |
| Corinne Van Noate (Mrs. Ralph Blount).....   | Glendale                    |
| Nell Louise White (Mrs. Orrin Standage)..... | Tempe                       |
| Lottie Wiatt .....                           | Phoenix                     |
| Mabel Woolf .....                            | Tempe                       |
| Sara Hayden.....                             | Seattle, Wash.              |

## CLASS OF 1909

|                                          |                   |
|------------------------------------------|-------------------|
| Florence Alexander .....                 | Phoenix           |
| Ethel Armitage (Mrs. Taylor).....        | Nogales           |
| Elizabeth Axtell .....                   | Tombstone         |
| Zelma Babbitt (Mrs. George Allison)..... | Mesa              |
| Zollie Bell .....                        | Douglas           |
| Isabel Blakely (Mrs. J. C. Minge).....   | Seattle, Wash.    |
| Lillian Bryant .....                     | Phoenix           |
| Vera Buck (Mrs. Fred Patterson).....     | Tempe             |
| Marcia Carter .....                      | Phoenix           |
| Nellie Clarke (Mrs. Delan Bouse).....    | Morenci           |
| Rachel Cohen .....                       | Douglas           |
| Abbie Crawford .....                     | Douglas           |
| Edith Culley .....                       | Tucson            |
| Katherine Cunningham .....               | Bisbee            |
| Elsie Curtis .....                       | Pima              |
| Elzina Curtis .....                      | Thatcher          |
| Jennie Daggs .....                       | Williams          |
| John Dykes .....                         | Mesa              |
| Dora Jean Ellis.....                     | Pima Agency       |
| Mary Gardner.....                        | Los Angeles, Cal. |
| Millicent Gilleland .....                | Tempe             |
| May Harmon (Mrs. John Dykes).....        | Buckeye           |
| Nellie Harris .....                      | Tempe             |
| Zenobia Harmon .....                     | Mesa              |
| Ulah Hudlow .....                        | Tempe             |
| Veronica Irvine .....                    | Phoenix           |
| Ralph Kane .....                         | Phoenix           |
| Evelyn Kindred .....                     | Bisbee            |
| Jessie Lloyd .....                       | Morenci           |

| Name                                      | Address           |
|-------------------------------------------|-------------------|
| Mary McDonald .....                       | Prescott          |
| Henrietta Martin .....                    | Clifton           |
| Agnes Perry .....                         | Tempe             |
| Ivy Perry .....                           | Bisbee            |
| Clarence Pine .....                       | Tempe             |
| Lourdes Priest (Mrs. Geo. S. Martin)..... | Clifton           |
| Jean Quinn .....                          | Tempe             |
| Gladys Robinson .....                     | Mesa              |
| Ada Rock (Mrs. Smith).....                | San Diego, Cal.   |
| Theadora Rodger.....                      | Los Angeles, Cal. |
| Bee Rogers (Mrs. W. N. Steverson).....    | Mesa              |
| Emily Belle Rodgers.....                  | Prescott          |
| Ovilla Rush (Mrs. Hart).....              | Bakersfield, Cal. |
| Irma Schmidt .....                        | Tempe             |
| Maude Sirrine .....                       | Mesa              |
| Mamie Snyder .....                        | Phoenix           |
| Myrtle Snyder .....                       | Bisbee            |
| Florence Studley .....                    | Bisbee            |
| Mae Stukey .....                          | Walker            |
| Mary Turner (Mrs. H. E. Davis).....       | Prescott          |
| Irene Woolf .....                         | Tempe             |

## CLASS OF 1910

|                                           |              |
|-------------------------------------------|--------------|
| Emma L. Bell.....                         | Tempe        |
| Fannie Breedlove (Mrs. English).....      | Phoenix      |
| Olive Conroy (Mrs. Russell).....          | Tempe        |
| Loreen Cox.....                           | Los Angeles  |
| Norma Creighton (Mrs. Snow).....          | Iowa         |
| Meda Dickinson (Mrs. Russell Windes)..... | Tempe        |
| Mary Duffy .....                          | Tucson       |
| Jennie Ellingson .....                    | Phoenix      |
| Wiley Hanson .....                        | Tempe        |
| Albert Jungerman .....                    | Tempe        |
| Lulu Keating .....                        | Honolulu     |
| Nathaly Larson .....                      | Bisbee       |
| Marjorie Leavell .....                    | Phoenix      |
| Laura McGill .....                        | Douglas      |
| May McKay (Mrs. C. M. Cooper).....        | Phoenix      |
| Annie Priest .....                        | Clifton      |
| Maud Shivers (Mrs. J. R. Polley).....     | Solomonville |
| Mary Terrell .....                        | Clifton      |
| Frank Thomas .....                        | Bisbee       |
| Anna Tong .....                           | Bisbee       |

| Name                            | Address |
|---------------------------------|---------|
| Ruth Turner (Mrs. W. W. Rohrig) | Tempe   |
| Georgia Wilcox                  | Phoenix |

## CLASS OF 1911

|                                        |                    |
|----------------------------------------|--------------------|
| Agnes M. Baker                         | Bisbee             |
| Robena Barkley                         | Glendale           |
| Hazel Barr                             | Hayden             |
| Mabel Beddow                           | Bisbee             |
| Parley Blake                           | Tempe              |
| Eliza Bond (Mrs. Ellis Pew)            | Mesa               |
| Katherine Bone                         | Phoenix            |
| Hazel Carroll                          | Mesa               |
| Lena Cole                              | Tempe              |
| Mary Corbell                           | Hemet, Cal.        |
| Pearl Crook                            | Tempe              |
| Frances Davis                          | Long Beach, Cal.   |
| Pearl Dorsett                          | Spartanburg, S. C. |
| Mary Dunlap                            | Douglas            |
| Leonard Dykes                          | Duncan             |
| Alma Ellingson                         | Phoenix            |
| Aura Belle Fike                        | Naco               |
| Lora Finch (Mrs. Frank Parry)          | Tempe              |
| June Halleck                           | Phoenix            |
| Hazel Heaton                           | Mesa               |
| Edith Johnston                         | Tempe              |
| Otto Jungermann                        | Berkeley           |
| Marguerite Keissling (Mrs. Wildermuth) | Tempe              |
| Eliza Lorona                           | Florence           |
| Ruth McComas                           | Phoenix            |
| Nettie McKay                           | Congress           |
| Frances McNulty                        | Tempe              |
| Mary Melton                            | Oklahoma           |
| Rose Miller                            | Tempe              |
| Neoma Millet                           | Mesa               |
| Lucille Morrison                       | Prescott           |
| A. John Mullen                         | Tempe              |
| Hazel Mumford (Mrs. Walter Tway)       | Mesa               |
| Lucy Nash                              | Miami              |
| Juanita Painter (Mrs. W. E. Campbell)  | Tempe              |
| Charles Pickrell                       | Tempe              |
| Dorris Robertson                       | Mesa               |
| Grace Rogers                           | Mesa               |
| Aileen Smith                           | Douglas            |
| Lola Spear                             | Tempe              |
| Josie Thompson                         | Illinois           |



GYMNASIUM CLASS



BOYS' BASKET-BALL TEAM

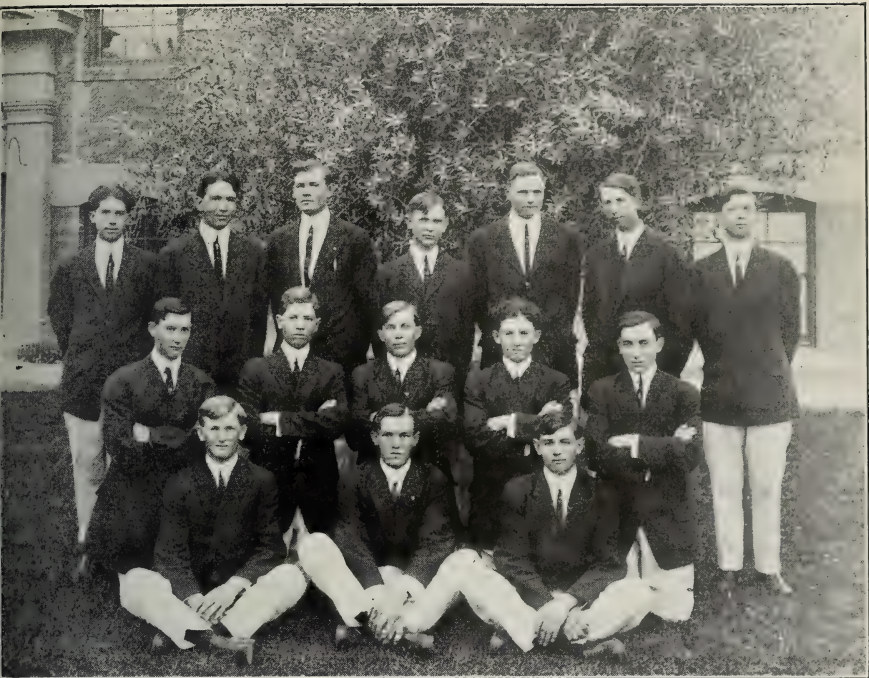




ZETETIC LITERARY SOCIETY



"THE STUDENT" STAFF



ATHENIAN DEBATING CLUB



KALAGATHIA LITERARY SOCIETY





GRADUATING CLASS OF 1913

| Name                    | Address        |
|-------------------------|----------------|
| Ruby Tompkins .....     | Phoenix        |
| Aileen Walsh.....       | Gila Bend      |
| Mabel Webb .....        | Roosevelt      |
| Jennie Weedon .....     | Florence       |
| Mabel Willebrandt ..... | California     |
| Eustace Windes .....    | Memphis, Tenn. |

## CLASS OF 1912

|                                          |                  |
|------------------------------------------|------------------|
| Carroll Belknap.....                     | St. Johns        |
| Inez Benedict .....                      |                  |
| Annie Brandenburg .....                  | Winkelman        |
| Francis Calkins .....                    | Tempe            |
| Afton Clark .....                        | Mesa             |
| Helen Collins .....                      | Florence         |
| Ercel Cooke .....                        | Globe            |
| *Velma Coyle .....                       |                  |
| Lucy Cummings .....                      | Tempe            |
| Blanche Cummins (Mrs. E. R. Nettle)..... | Long Beach, Cal. |
| Flossie Dines .....                      | Tempe            |
| Edith Doherty .....                      | Nogales          |
| Bessie Felch .....                       | Phoenix          |
| Leona Foushee .....                      | Phoenix          |
| Lillias Goodfellow .....                 | Pine             |
| Miriam Heinrichs .....                   | Morenci          |
| Hallie Holmesley .....                   | Tempe            |
| Erile Hughes .....                       | Phoenix          |
| Kenneth Johnston .....                   | Tempe            |
| Mary Keating .....                       | Florence         |
| Ruth Kittle .....                        | Miami            |
| Detta Lisonbee .....                     | Mesa             |
| Bertha McKeen .....                      | Bisbee           |
| Allene McNeley .....                     | Phoenix          |
| Edith Mullen .....                       | Tempe            |
| Lois Mullen .....                        | Tempe            |
| Dan Peart .....                          | Casa Grande      |
| Ralph Peck .....                         | Glendale         |
| Mary Rains.....                          | Ventura, Cal.    |
| Ruth Robbins .....                       | Tempe            |
| Carrie Rock .....                        | Phoenix          |
| Iva Rogers .....                         | Mesa             |
| Mabel Rogers .....                       | Mesa             |
| Flora Schoshusen .....                   | Tempe            |
| Ethel Sirrine .....                      | Mesa             |
| Lillian Stayton (Mrs. Brooks).....       | Tempe            |
| Marie Stewart (Mrs. Elliott).....        | Tempe            |

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\*Deceased.



| Name                    | Address |
|-------------------------|---------|
| Maude Tong .....        | Bisbee  |
| Eva Turner .....        | Tempe   |
| Beulah Waddell .....    | Safford |
| Jessie Waterhouse ..... | Tempe   |
| Grace Wood .....        | Tempe   |
| Ettie Young .....       | Clifton |

## CLASS OF 1913

|                    |                     |
|--------------------|---------------------|
| Hope Anderson      | Nettie Jarrett      |
| Delia Austin       | Grace Kittle        |
| Anna Baker         | Effie Lee           |
| Eva M. Behn        | Ernestine Lund      |
| Anna E. Blount     | Jesse McComb        |
| Louise Blount      | Vera McNulty        |
| Inez Braly         | Susie Mahony        |
| Anna Carroll       | Inez Makin          |
| Cortlandt Carter   | Warren Nichols      |
| Glenna Carter      | Katherine Parry     |
| Wilmyth Case       | Viola Passey        |
| Maude Cole         | Zetta Pearce        |
| Rita Cole          | Clara Phelps        |
| G. Moffatt Dean    | Hazel Pomeroy       |
| Lucille Detloff    | Kittie Regan        |
| Lena Dichtenmiller | Irene Robbins       |
| Jessie Dickinson   | Nellie C. Roberts   |
| Concepcion Faras   | John L. Spikes      |
| George Gammill     | Dorothy Tamborino   |
| Julius Goodwin     | Flora M. Thew       |
| Viola Guldin       | Amy Tompkins        |
| Eva Hance          | Ella G. Turner      |
| Pansy Harmon       | Blanche Wallingford |
| Mildred Hart       | Lela Welborn        |
| Helen Howard       | Emily F. Wilson     |
| Cora Hudlow        | Lilian L. Wixom     |

Total number of graduates, 535.











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p. 2

# The Tempe Normal School of Arizona

AT TEMPE, ARIZONA

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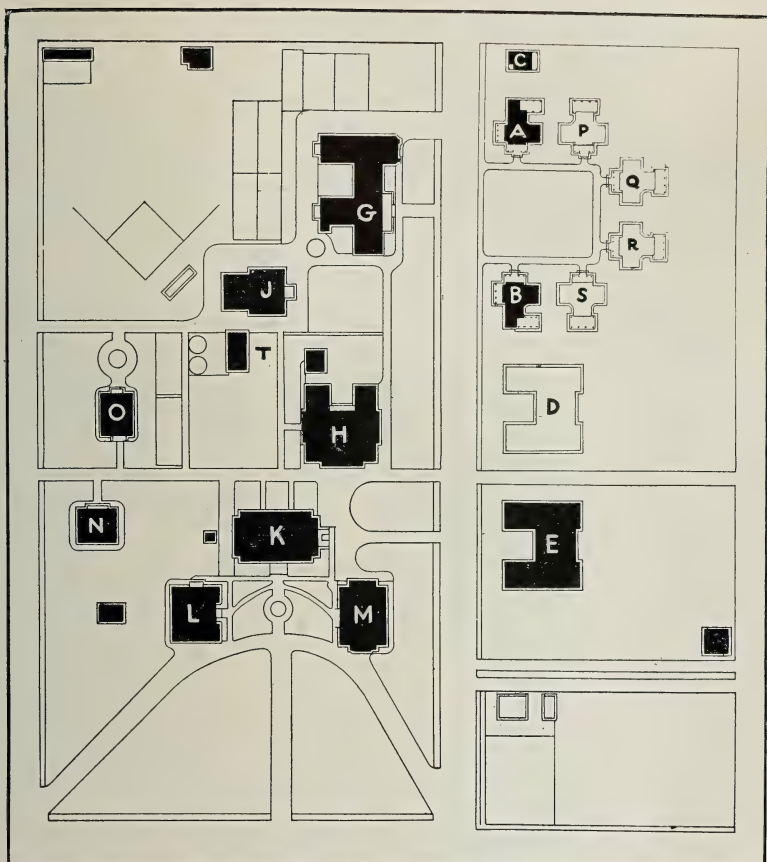
FEB 1 1915



Annual Catalogue  
1914-1915

UNIVERSITY OF ARIZONA





## GENERAL PLAN OF NORMAL CAMPUS

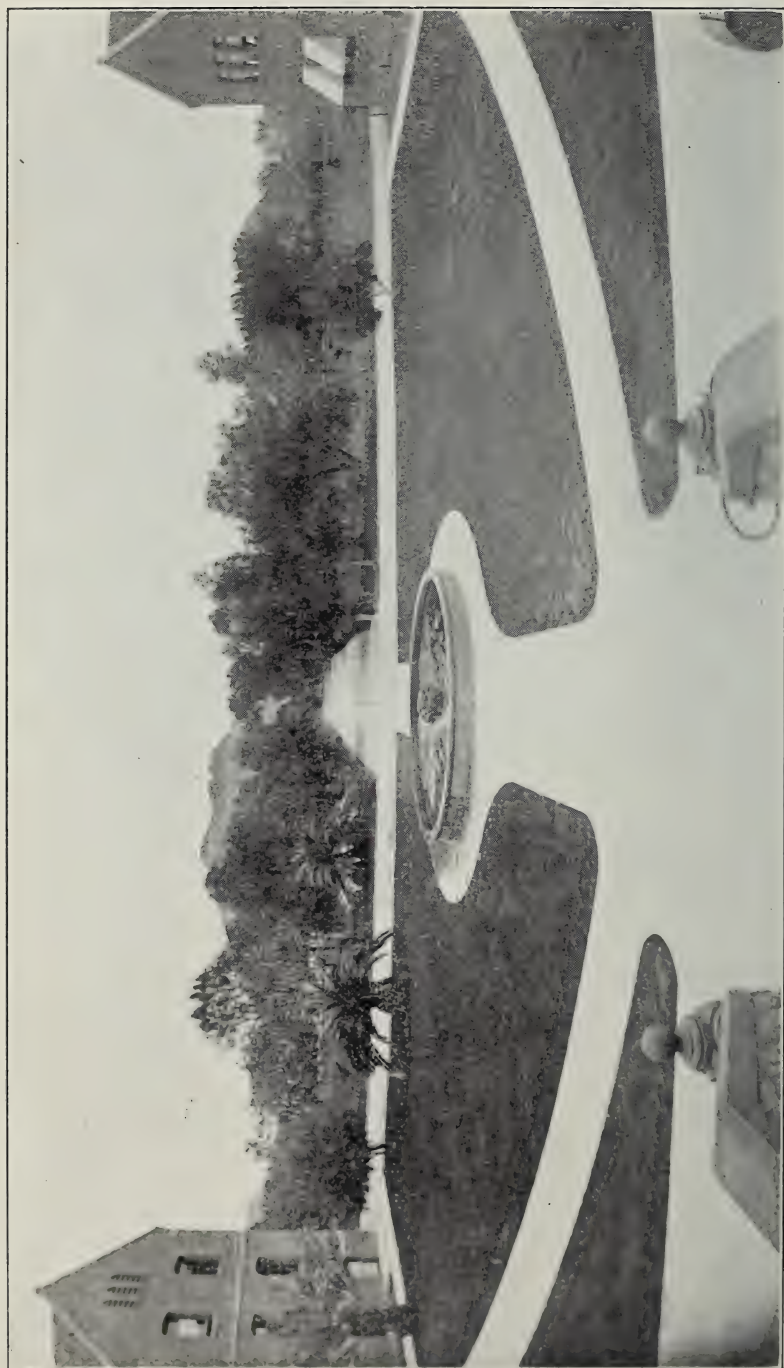
### School Buildings

- |                             |                         |
|-----------------------------|-------------------------|
| K. Main Building            | E. Manual Arts Building |
| H. Training School          | F. Farm Machinery       |
| L. Science Building,        | N. President's Cottage  |
| M. Auditorium and Gymnasium | D. Proposed Building    |

### Dormitories

- |                          |                                    |
|--------------------------|------------------------------------|
| O. Boys' Dormitory       | A and B. Completed unit cottages   |
| J. Dining Hall           | of Girls' Dormitory Group          |
| G. Main Girls' Dormitory | P, Q, R, S. Proposed unit cottages |
| C. Caretaker's Cottage   | T. Heating Plant                   |





THE QUADRANGLE

TWENTY-NINTH ANNUAL  
CATALOGUE OF

THE TEMPE  
NORMAL SCHOOL  
OF ARIZONA

AT TEMPE, ARIZONA

FOR THE SCHOOL YEAR

1914-1915

The Arizona State Press  
Phoenix, Arizona





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# Calendar 1914-15

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## 1914

|                                              |                 |
|----------------------------------------------|-----------------|
| First Semester begins.....                   | September 14    |
| Entrance Examination and Classification..... | September 14-15 |
| First Quarter ends.....                      | November 13     |
| Second Quarter begins.....                   | November 16     |
| Thanksgiving Vacation.....                   | November 26-27  |
| Holiday Vacation begins.....                 | December 24     |
| School opens.....                            | January 4       |

---

## 1915

|                                              |              |
|----------------------------------------------|--------------|
| First Semester ends.....                     | January 29   |
| Second Semester begins.....                  | February 1   |
| Entrance Examination and Classification..... | February 1-2 |
| Third Quarter ends.....                      | April 2      |
| Fourth Quarter begins.....                   | April 5      |
| Examination and Commencement Exercises.....  | June 6-11    |

# Boards and Officials

---

## NORMAL BOARD OF EDUCATION

|                                                |         |
|------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction..... | Phoenix |
| Chas. C. Woolf .....                           | Tempe   |
| Dr. B. B. Moeur, Secretary .....               | Tempe   |

## OFFICIAL BOARD OF VISITORS

|                       |        |
|-----------------------|--------|
| Niels Petersen.....   | Tempe  |
| C. Grant Jones.....   | Tempe  |
| Dr. F. E. Shine ..... | Bisbee |

## OFFICERS OF ALUMNI ASSOCIATION

|                                              |       |
|----------------------------------------------|-------|
| A. John Mullen, '11, President.....          | Tempe |
| Helen Blome Windes, '07, Vice-President..... | Tempe |
| Maude Perry, '08, Treasurer.....             | Tempe |
| Leona Haulot, '02, Secretary.....            | Tempe |

---

## STATE BOARD OF EDUCATION

|                                                    |           |
|----------------------------------------------------|-----------|
| Hon. George W. P. Hunt, Governor of Arizona.....   | Phoenix   |
| Hon. C. O. Case, Supt. Public Instruction.....     | Phoenix   |
| Dr. Arthur H. Wilde, President University.....     | Tucson    |
| A. J. Matthews, Principal Tempe Normal.....        | Tempe     |
| Dr. R. H. H. Blome, Principal Northern Normal..... | Flagstaff |
| A. K. Stabler, Principal High School.....          | Phoenix   |
| W. Curtis Miller, County Supt. Schools.....        | Prescott  |
| O. F. Munson, City Supt. Schools.....              | Globe     |

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## STATE BOARD OF EXAMINERS

|                                                |         |
|------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction..... | Phoenix |
| John D. Loper, City Supt. Schools.....         | Phoenix |
| H. Q. Robertson .....                          | Mesa    |



# Faculty 1914-15

|                                                              |                                                                 |
|--------------------------------------------------------------|-----------------------------------------------------------------|
| A. J. Matthews, President.....                               | School Law and School Economy                                   |
| F. M. Irish, Assistant.....                                  | Physical Science and Military Drill                             |
| W. J. Anderson, B. S., National Univ., Chicago.....          | Drawing and Commercial Subjects                                 |
| J. L. Johnston.....                                          | Vocal Music                                                     |
| Geo. M. Frizzell, B. Pd., State Normal, Warrensburg, Mo..... | Mathematics                                                     |
| James F. Hall, A. M., Harvard.....                           | Latin                                                           |
| Laura Dobbs.....                                             | Secretary to the President and Board                            |
| A. B. Clark.....                                             | Manual Training                                                 |
| Edith Salmans, B. S., Ohio Wesleyan Univ.....                | Spanish and German                                              |
| Lillias D. Francis, Pratt Institute.....                     | Home Economics                                                  |
| James L. Felton, A. B., Olivet College.....                  | English                                                         |
| C. Helene Burgess, B. O., Northwestern University.....       | Elocution and Physical Training                                 |
| Ruth M. Wright .....                                         | Librarian                                                       |
| John B. Griffing, A. M., Columbia.....                       | Agriculture                                                     |
| Anna R. Stewart .....                                        | Assistant in Home Economics                                     |
| John R. Murdock, B. S., Normal College, Kirksville.....      | History and Civics                                              |
| R. B. Beckwith, A. B., Olivet College.....                   | Biological Science                                              |
| Geo. H. Schaeffer, A. B., Pennsylvania State College.....    | Assistant Instructor, Director of Athletics and Boys' Dormitory |
| .....                                                        | Assistant in English                                            |
| .....                                                        | Preceptress Girls' Dormitory                                    |
| Amelia Kudobe .....                                          | Assistant Secretary                                             |

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|                                         |                                       |
|-----------------------------------------|---------------------------------------|
| Ira D. Payne, A. M., Stanford Univ..... | Director of Training School           |
| Mary E. McNulty.....                    | Critic Teacher in Primary Grades      |
| Leona Haulot.....                       | Critic Teacher in Grammar Grades      |
| Louise B. Lynd.....                     | Critic Teacher in Grammar Grades      |
| Ida O'Connor.....                       | Critic Teacher in Primary Grades      |
| Olive M. Gerrish.....                   | Critic Teacher and Music Supervisor   |
| Theresa Anderson.....                   | Critic Teacher in Intermediate Grades |

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|                     |                               |
|---------------------|-------------------------------|
| Geo. W. Wilson..... | Superintendent of Buildings   |
| L. C. Austin.....   | Carpenter and General Foreman |

# The Tempe Normal School of Arizona

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## GENERAL INFORMATION

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### Establishment and Purpose

By an Act of the Legislative Assembly of Arizona, approved March 10, 1885, provision was made for the establishment of a Normal School at Tempe, Arizona. The act states the purposes for which this institution was founded to be "the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also to give instruction in mechanical arts and in husbandry and agricultural chemistry, in the fundamental laws of the United States and in what regards the rights and duties of citizens."

### LOCATION

It would be difficult to find a location for a school of this kind more favorable than Tempe, a town of of 1,800 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona. Lying near the center of population of the state, Tempe is conveniently reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems thus bringing even the most distant counties within from eight to twenty hours' journey. The convenient railway connections are appreciated by those students who desire to make the most of their holiday vacations. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailing supply of fresh fruits and vegetables. The climate during the whole school year is not only delightful but wholesome and conducive to study. Snow is unknown and outdoor athletics and field excursions are carried on throughout the year.

Parents will derive satisfaction from the knowledge that the moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from

the middle and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences.

As the sale of liquors is prohibited in Tempe and the surrounding districts, the undesirable influence of the saloon is entirely eliminated.

The absence of the distractions of a large city is a distinct advantage to the student who wishes to make the most of his time and opportunities.

### THE CAMPUS

The campus is one of the most beautiful spots in the state. It comprises thirty acres of fine level land within convenient walking distance of the business portion of the town, and is arranged in a most attractive manner with broad, shady lawns, cement walks and gravelled drives, and a profusion of trees, shrubs, and flowers. Ten substantial buildings are well distributed over the grounds, and to the picture one must add the view of the distant mountains with their ever-changing lights and shadows and wonderful coloring. Ample facilities for outdoor recreation are provided in numerous tennis courts of approved construction, basketball courts, athletic field, running track, and baseball diamond. The school gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the table.

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## Description of Buildings

---

### MAIN BUILDING

There is a central group comprising the main building, science hall, and auditorium which enclose a quadrangle of green sward in the center of which is a fountain containing various water plants. The first named of these buildings, which are all of red brick and stone, was erected in 1894. Its three stories give ample space for lecture rooms for the academic subjects, a large assembly hall with a seating capacity of three hundred and a library capable of housing ten thousand volumes and seating a hundred readers. The building is well lighted and ventilated and supplied with sanitary drinking fountains on each floor. Works of art, trophy cases and pictures, the gifts of the several graduat-

ing classes, adorn the halls. The basement has several large rooms which are now used by the departments of manual arts and home economics, the student paper and the armory.

## SCIENCE HALL

One of the newest and best equipped buildings on the campus is the science hall, 92x70 feet, a commodious two-story structure. It provides on the first floor to the right and left of the entrance three large well-appointed rooms for the offices of the principal and secretary of the faculty. The rest of the floor is given up to the laboratories for physical, chemical and earth sciences. The laboratory for physiology and geography is very fully equipped with maps, charts, modelling tables, relief models, etc. A thermometer shelter containing a thermograph and a full set of thermometers is located close by on the campus.

The laboratories for chemistry and physics are spacious and well supplied with all the necessary apparatus including side tables, sinks and special apparatus for distilling water. Each table is equipped with gas, electricity and water. Between these rooms is a lecture theatre fitted with a projection lantern, electric generator, switchboard for control of demonstration currents, draft chambers and demonstration table. There are other small rooms devoted to photographic work, repair work and storage of stock.

The laboratories for biology and physiology are situated on the second floor. They have besides the necessary equipment for work in those sciences a large aquarium for the collection and preservation of specimens for class use, a projection lantern with microscopic attachments, a microtome and paraffin bath for the preparation and mounting of microscopic slides and a centrifuge for analysis of liquids. There is also a special laboratory for the instructor and a room for photographic work.

The art department occupies the northern half of this floor in order that advantage may be taken of the northern light. There are two large drawing rooms, each seating about twenty-five, and a storage room.

There is also on this floor a museum with a working collection representative of the fauna and flora of Arizona and of its mineral resources.



## AUDITORIUM AND GYMNASIUM

The auditorium, 72x100 feet, is by far the best of its kind in the state. With the balcony it has a seating capacity of one thousand. The acoustic properties, the means of ventilating, heating and emptying the building are everything that can be desired. The stage and stage properties are of the best and enable the school to stage the largest companies that come to the valley. The school and the community are treated each year to a number of high class entertainments that bring to us some of the best talent on the stage and platform today.

The gymnasium is fitted up with the usual apparatus, lockers, dressing-rooms and shower baths. Two galleries provide seating capacity for two hundred, while as many more can be seated on the floor of the gymnasium. An exhibition of the work of the several classes is given every year during commencement week.

## TRAINING SCHOOL

This building is located close to and south of the central group. It has a floor space of 120x136 feet and contains two offices, eleven classrooms and a large double assembly all on one floor. The classrooms are so arranged that easy access is had from each to the assembly. A marked feature is the lighting and ventilation of all the rooms. The play activities of the pupils are carried on under the supervision of the teachers. There is a separate playground with special equipment for this school. Besides the usual furniture of the school there is a library of over 500 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

## INDUSTRIAL ARTS BUILDING

This building, 130x135, will be three stories, including a basement, and constructed of concrete, faced with cream pressed brick. The lower or main floor will be taken up entirely with the manual arts. On the left of the re-entering court will be the office and library and draughting room. Behind these will be placed the lumber supply room, wood shop, pattern shop, and machine room. On the left of the court there will be rooms for textiles, book binding and printing, finishing woodwork and a lecture theatre. The upper floor will be devoted to the work in home

economics and in art. The former department includes an office, two sewing rooms, a fitting room, domestic science room, a laundry and a suite of housekeeping rooms.

On the north side of this floor are to be placed the rooms of the art department. They will include two drawing rooms, clay modeling and glazing and casting rooms and the office of the instructor.

The basement will provide for work in sheet-metal, forging and foundry. There will be an incline drive through the basement for the convenience of handling heavy materials. The building will have an elevator convenient to this driveway and running up to the upper floor.

### **DORMITORIES**

These buildings are models of comfort and attractiveness. The boys' dormitory is a two-story structure with basement. Baths and toilets are provided on each floor. There are in all about twenty rooms, each intended to accommodate two students. Each room is furnished with two beds, bedding, hot and cold water, electric and steam heat. A large sleeping porch, which will allow all of the boys to sleep outdoors, has been added recently. A member of the faculty is always placed in charge of this building.

The main dormitory for the girls will accommodate about 135, with two in each room. The rooms are fitted up similarly to those of the boys' dormitory. In addition, the girls have the use of two large parlors and a sitting room. A piano is also provided for their entertainment. This building has an unusually large sleeping porch two stories high and running around an open court on the east side. Most of the girls use the porch during the entire year. Across the way and west of the present dormitory a group, consisting of five units, arranged around a patio, will be erected in the near future to meet the growing needs for accommodation for the girls. Each unit will house about thirty-five, and will be furnished after the same style as the main dormitory. Experienced preceptresses will be in charge of each building to look after the comfort and needs of the girls in every way. Two of these units have been completed and are now ready for occupancy.

### **DINING HALL**

Situated very conveniently to the dormitories is the dining hall. It has a seating capacity of two hundred and

is particularly for non-resident students. Everything that the market affords in the way of fresh fruits, vegetables and meats and all that the culinary art can provide is furnished to students and members of the faculty alike. It is in charge of a specially trained matron, who is responsible for the cleanliness and efficiency of the service.

### THE PRINCIPAL'S RESIDENCE

This is a substantial two-story brick structure, harmonizing well with the general plan of the building group. It is situated near the main group and has splendid views from all sides.

### HEATING SYSTEM

All the buildings are heated by steam heat furnished by a central heating plant provided with boilers having a combined capacity of one hundred and eighty horsepower.

### EXPENSES OF STUDENTS

**Dormitories**—Board, room, light, heat, etc., are furnished for \$16.75 per school month of four weeks, payable monthly in advance. There is an additional charge of \$1.00 per month for room laundry. (No allowance for vacations during term or absence over week ends.)

**Registration Fee**—All students of the Normal School are subject to an annual fee of \$5.00, payable when they register for the year. This fee is not required of pupils in the Training School.

**Tuition**—Tuition is free to all students who enter the Normal with the intention of completing the work leading to graduation in either the professional or the academic course. A fee of \$5 per quarter, payable in advance, is due from all students who desire to engage in work of a special or irregular nature without intention of completing either a professional or an academic course. No back tuition is collected from students who, having begun work in good faith with the intention of completing a course, are, for some unforeseen reason, prevented from carrying out their intention.

**Text-Books**—The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination paper, pens, ink, pencils, and the like are furnished the students without expense.

**Military Uniform and Gymnasium Costume**—The cost of these articles varies somewhat with the taste and preference of the student. The gymnasium costume usually costs from three to four dollars, and the style is fixed by conference with the director. The style of military uniform conforms to the regulations of the United States Army, but the quality is fixed by vote of the company, and is usually between fifteen and twenty dollars. It should be noted that, as the uniform is worn three days in the week, it easily saves the cost of at least one civilian suit during the year, and therefore is hardly to be considered an extra expense.

It will be noted from the foregoing that the State of Arizona provides the advantages of a first-class education at an expense to the student not greatly in advance of that incurred by the average young man or woman at home. This, together with the fact that there is in Arizona a constantly increasing demand for well trained teachers, is worthy of thoughtful consideration by those who, having completed the work of the public school or the high school, are contemplating the continuation of their education along academic or professional lines.

## GOVERNMENT OF STUDENTS

Students who come from places outside of Tempe and who do not get homes with relatives are required to live in the dormitories. Exception is made in two cases only; first, students who are working their way through school are allowed to live with families with whom they find employment; second, those who wish to go home over week ends may live outside of the dormitory, but only on special vote of the faculty. It is the judgment of the faculty that the environment of all the students entrusted to their care should be the best, and it is with this end in view that strict regulations are made as to the conduct of the students both on and off the campus. It is understood always that when a student cannot and does not conform to the rules laid down for the welfare of the school such student will be asked to withdraw from the institution.

## CORRESPONDENCE

Any information regarding studies, credits, expenses, etc., and requests for catalogues and announcements should be directed to the office of the Principal, Tempe Normal



School, Tempe, Arizona. Those who contemplate attending the Normal School should communicate with the Principal, advising him as to the exact time of their prospective arrival, in order that they may be met at the train. In case incoming students find no one at the station to meet them, they should proceed directly to the Normal, where they will be taken care of at the office of the Principal.

### DEPARTMENTS

The school is organized into two departments, the Normal School and the Training School. The Normal School offers three courses: a five-year course to those who have completed the eighth grade of the public school, a two-year course to those who have finished a four-year high school course, and a four-year academic course to those who do not expect to become teachers, and who, therefore, do not desire to pursue a professional course.

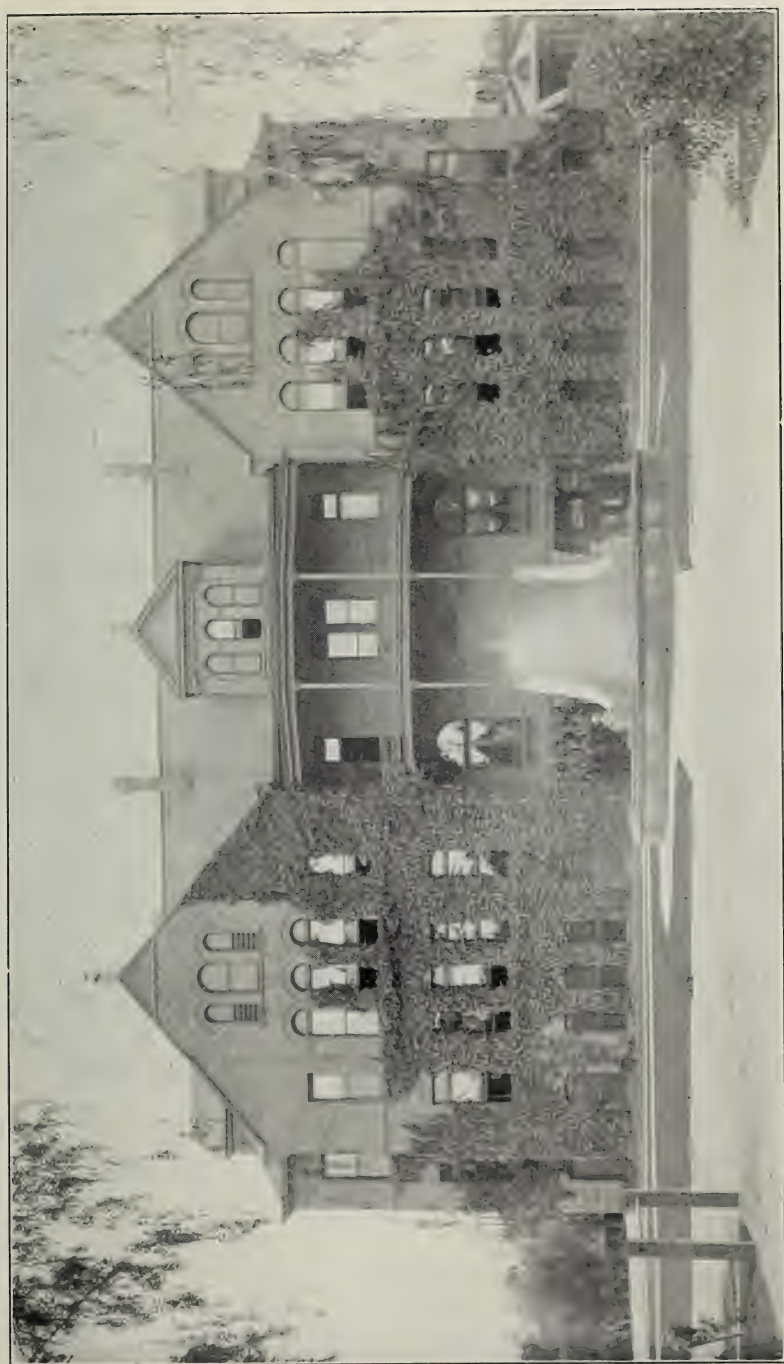
The Training School is primarily intended to give the Senior class of the Normal School actual experience in teaching under the supervision and advice of trained critic teachers. The course includes the eight grades of the public school course for Arizona, and articulates directly with the first year of the Normal course; thus a pupil entering the first grade of the Training School may continue his education without interruption, to the completion of his Normal or academic work and the reception of his diploma. Students not fully prepared to enter the work of the Normal School may find it to their advantage to complete their preparatory work in the Training School.

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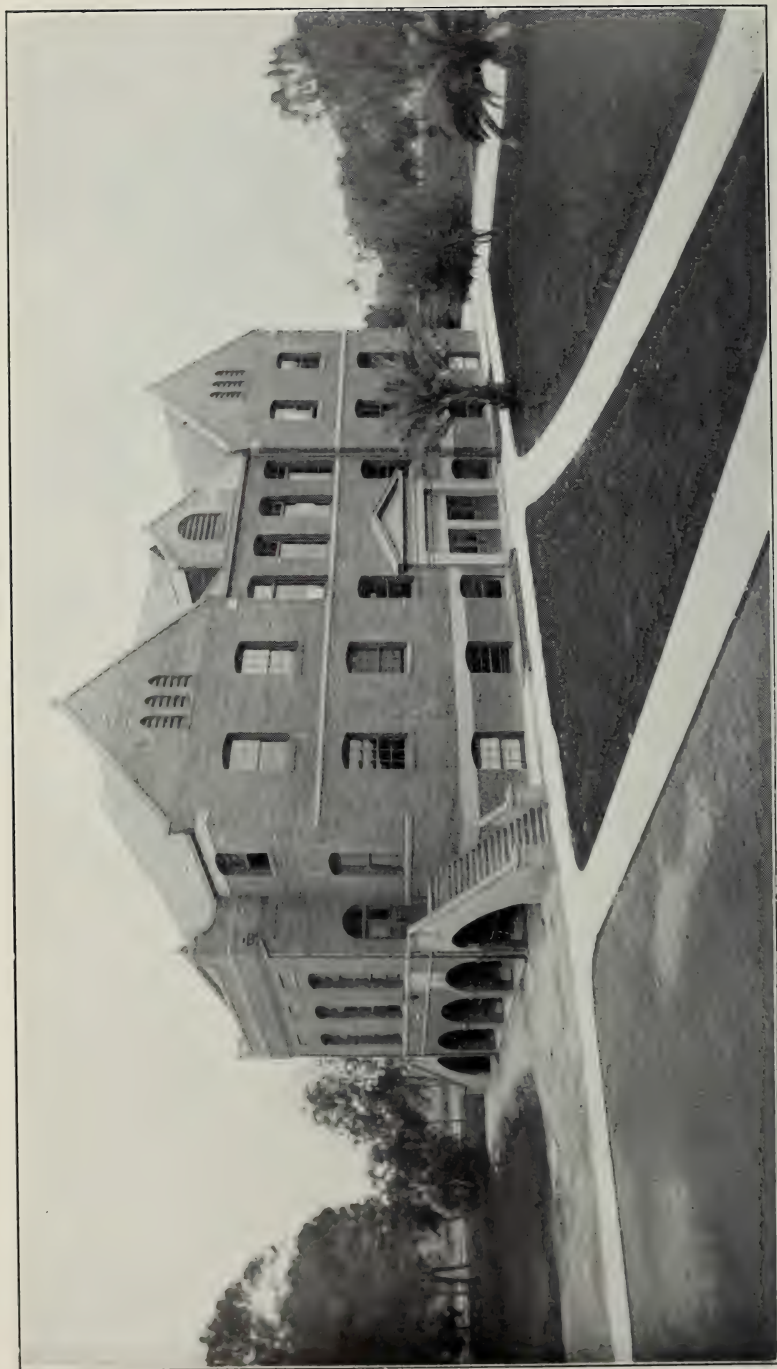
## Admission and Graduation

**Admission to Normal**—Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school or recommendations from teachers will be accepted in lieu of such parts of this examination as the faculty may decide.

**Admission to Advanced Standing**—Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an



MAIN BUILDING



AUDITORIUM AND GYMNASIUM

examination, by class records in the Normal, or by the certificate of accredited schools.

**Admission for High School Graduates**—Graduates from high schools maintaining a four-years' High School course will be admitted to a special two-years' course. Graduates from such a course will receive a diploma which will not only entitle them to teach for life in the public schools of Arizona and California and other states, but will entitle them to at least one year's credit on a university course.

**Time of Admission**—Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction .

**Graduation**—1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student shall be admitted to senior standing who has more than 5 hours' work per week for the year, in addition to the regular senior course, or its equivalent.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to satisfactory standing in scholarship, must have given satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four-years' high school course and, in addition thereto, must have completed some of the required professional units in a college or normal school and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of Arizona during life without examination. They are also accredited in the State of California and in several other states.

**Examinations and Reports**—Students must attend such examinations as may be required during the year, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several subjects. Examina-



tions are held at irregular intervals, generally without notice, and occupy only the length of the usual recitation period.

A student who satisfactorily completes a subject is assigned a grade of 75 or above. A student who is conditioned in a subject receives, for that work, a grade of 70, while a grade below 70 indicates failure and requires a repetition of the work in question.

A quarterly report is made to every student showing his standing in each subject studied, and a copy of this report is forwarded to the parent or guardian.

### **COURSE OF STUDY**

**Regulations of State Board**—In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study to be approved by the State Board of Education, the following regulations were approved by said Board of Education:

1. The minimum length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

2. There shall be two regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this state.

(a) A minimum course of five years for graduates from the eighth grade of the public schools.

(b) A minimum course of two years for graduates from a four-years' high school course.

3. Students who are graduates from a four-years' high school course and in addition thereto have taken some professional work in a college, university or normal school, and who have had one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases students will be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course the work is reduced to units. The term unit is used to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks, exclusive of Christmas holidays of one week and of commencement week. A recitation period is 45 minutes. A

minimum of fifteen academic units and ten professional units is required for the Normal diploma, as follows:

### UNITS FOR SECURING THE REGULAR NORMAL DIPLOMA

**For the Five-Years' Course for Students Who Have Completed the Common Schools**

|                                           |   |   |                              |
|-------------------------------------------|---|---|------------------------------|
| (a) English .....                         | 3 | } | Total Academic<br>Units, 15. |
| Mathematics (Arithmetic, $\frac{1}{2}$ ;  |   |   |                              |
| Algebra, $1\frac{1}{2}$ ; Geometry, 1.... | 3 |   |                              |
| Science .....                             | 2 |   |                              |
| History and Civics .....                  | 2 |   |                              |
| Electives .....                           | 5 |   |                              |

Electives to include Languages, Home Economics, Agriculture, Manual Training, and Commercial Law.

|                                                                                                         |                |   |                                  |
|---------------------------------------------------------------------------------------------------------|----------------|---|----------------------------------|
| (b) Psychology and Pedagogy.....                                                                        | 1              | } | Total Professional<br>Units, 10. |
| History and Philosophy of<br>Education .....                                                            | 1              |   |                                  |
| Practice Teaching .....                                                                                 | 1              |   |                                  |
| Method .....                                                                                            | 1              |   |                                  |
| Reviews—Arith., $\frac{1}{2}$ ; Gram.,<br>$\frac{1}{2}$ ; Geog., $\frac{1}{2}$ ; Read., $\frac{1}{2}$ ; |                |   |                                  |
| Spell., $\frac{1}{2}$ .....                                                                             | $2\frac{1}{2}$ |   |                                  |
| School Law and School Econ-<br>omy .....                                                                | $\frac{1}{2}$  |   |                                  |
| Draw., 1; Music, 1 .....                                                                                | 2              |   |                                  |
| Military Drill or Physical Cul-<br>ture .....                                                           | 1              |   |                                  |

Total Units for Five-Year Course..... 25

### NUMBER OF UNITS FOR THE TWO YEARS' PROFESSIONAL COURSE

This course is for high school graduates and the Units of group B of the Five Years' course will be required, with such changes, not to exceed two units, as may be deemed advisable to correlate with the previous preparation of the individual high school student.

Credits on the two years' course not to exceed five units may be secured by high school graduates who have subsequently taken work in a College, University or Normal School, and who have had successful experience in teaching.

### SPECIAL COURSES

Students who desire to pursue a special course leading to a special certificate in Home Economics, Manual Training, Drawing or Agriculture will be required to complete sixteen units in groups A and B and nine units in the special work.

### ACADEMIC COURSE

Students who desire to secure the Academic Diploma will be required to complete fifteen units in group A, and two units in group B,—namely, (a) Military Drill or Physical Culture and (b) Drawing or Music.

In order to secure an academic diploma a student must have completed at least eight units of academic work in this school.

This Diploma does not entitle the holder to teach.

According to the regulations adopted for the adjustment of credits between the Normal School and our own and other Universities, graduates from any of the professional courses are accredited with at least one year's work on their University course. Graduates from the Academic course are admitted to the Freshman Class.

### GENERAL COURSE LEADING TO REGULAR NORMAL DIPLOMA

#### FIRST YEAR

| First Semester                | Hrs.     | Second Semester                | Hrs.     |
|-------------------------------|----------|--------------------------------|----------|
| English (1) (Rhet. and Comp.) |          | English (1) (Rhet. and Comp.)  |          |
| Library .....                 | 5        | Library .....                  | 5        |
| Algebra (1) .....             | 5        | Algebra (1) .....              | 5        |
| Biology (1) .....             | 5        | Biology (2) .....              | 5        |
| Reading and Methods of Study  | 5        | Spelling and Word Analysis.... | 5        |
| Drawing (1) .....             | 4        | Drawing (1) .....              | 4        |
| Manual Training (1) or Home   |          | Manual Training (1) or Home    |          |
| Economics (1) .....           | 2        | Economics (1) .....            | 2        |
|                               | <hr/> 24 |                                | <hr/> 24 |

## SECOND YEAR

|                            |       |                            |       |
|----------------------------|-------|----------------------------|-------|
| English (2) (English Lit.) |       | English (2) (English Lit.) |       |
| Library .....              | 5     | Library .....              | 5     |
| Ancient History (1).....   | 5     | Ancient History (1).....   | 5     |
| Algebra (3) .....          | 5     | Arithmetic (1) .....       | 5     |
| Agriculture (1) .....      | 5     | Agriculture (1) .....      | 5     |
| Music (1) .....            | 4     | Music (1) .....            | 4     |
|                            | <hr/> |                            | <hr/> |
|                            | 24    |                            | 24    |

## THIRD YEAR

|                             |       |                             |       |
|-----------------------------|-------|-----------------------------|-------|
| English (3) (American Lit.) |       | English (3) (American Lit.) |       |
| Library .....               | 5     | Library .....               | 5     |
| Geometry .....              | 5     | Geometry .....              | 5     |
| Physics (1) .....           | 5     | Chemistry .....             | 5     |
| Modern History (2) .....    | 5     | U. S. History (3) .....     | 5     |
| Drawing (2) .....           | 2     | Drawing (2) .....           | 2     |
| Manual Training (2) or Home |       | Manual Training (2) or Home |       |
| Economics (2) .....         | 3     | Economics (2) .....         | 3     |
|                             | <hr/> |                             | <hr/> |
|                             | 25    |                             | 25    |

## JUNIOR YEAR

|                                |       |                                |       |
|--------------------------------|-------|--------------------------------|-------|
| Arithmetic (2) .....           | 5     | English (4) (Methods in Gram.) | 5     |
| Physiography .....             | 5     | Geography .....                | 5     |
| Science of Government (4)..... | 5     | Physiology .....               | 5     |
| Psychology .....               | 5     | Pedagogy .....                 | 5     |
| Writing .....                  | 2     | Writing .....                  | 2     |
| Music (2) (Methods) .....      | 2     | Music (2) (Methods) .....      | 2     |
|                                | <hr/> |                                | <hr/> |
|                                | 24    |                                | 24    |

## SENIOR YEAR

|                               |       |                            |       |
|-------------------------------|-------|----------------------------|-------|
| Methods .....                 | 5     | Methods (and Library       |       |
| Teaching .....                | 5     | Methods) .....             | 5     |
| Ethics .....                  | 5     | Teaching .....             | 5     |
| *Commercial Law .....         | 1     | History of Education ..... | 5     |
| *School Law and School        |       | *Commercial Law .....      | 1     |
| Economy .....                 | 4     | *School Law and School     |       |
| Agriculture .....             | 2     | Economy .....              | 4     |
| English (5) (Special English) | 3     | Agriculture .....          | 2     |
|                               | <hr/> |                            | <hr/> |
|                               | 25    |                            | 22    |

One credit is given for Physical Training or Military Drill which are required throughout the course.

\*Course repeated; half of class takes the work first semester, other half, second semester.



## Special Courses

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### LATIN COURSE

Students who elect Latin will pursue the general course as given, substituting Latin for the following subjects:

First Year—Reading, Spelling and Word Analysis.

Second Year—Algebra, 3; Arithmetic, 1, or Ancient History, 1, or Agriculture, 1.

Third Year—Drawing, 2, and Manual Training, 2, or Home Economics, 2.

Junior Year—Science of Government; English, 4, or Arithmetic, 2; Physiology, or Physics and Chemistry.

### MODERN LANGUAGE COURSES

Students pursuing the general course may elect two years of either German or Spanish in place of the following subjects:

Junior Year—Science of Government; English 4, or Arithmetic, 2; Physiology.

Senior Year—Agriculture.

The course may be made to include Latin and one modern language. In this case the Latin will be dropped at the close of the third year and either Spanish or German will be taken for the remaining two years.

Either of the above courses leads to the regular Normal diploma.

### MANUAL ARTS COURSES

Provision is made for special courses as follows:

Drawing and allied arts,  
Manual Training,  
Home Economics,  
Agriculture.

The specialization begins in the third year of the general course by substituting for selected subjects five hours per week of special work in the Third Year, fifteen hours

in the Junior Year, and fifteen hours in the Senior Year. The selection of subjects to be dropped from the general course will be determined by the previous preparation of the individual student after consultation in the office.

These courses lead to special certificates entitling their holders to accept positions as special teachers or supervisors in their special lines of work.

### ACADEMIC COURSE

A four-years' academic course, corresponding to the high school courses of the state, is offered to those students who do not desire to teach, but who wish to prepare for entrance to college or university, or to supplement their grammar school education by a non-professional course.

Students completing this course will be granted a special academic diploma. The subjects for this course may be selected from the general course to suit the individual, but must conform to the following schedule:

#### REQUIRED UNITS FOR THE ACADEMIC COURSE

|                                                                                                   |    |       |
|---------------------------------------------------------------------------------------------------|----|-------|
| English .....                                                                                     | 3  | units |
| Mathematics .....                                                                                 | 2½ | units |
| Including 1½ units or years of algebra<br>and 1 of plane geometry.                                |    |       |
| History and Civics .....                                                                          | 1  | unit  |
| Or a full year of history, either Ancient,<br>Mediaeval, or Modern, English or<br>American.       |    |       |
| Foreign Language .....                                                                            | 2  | units |
| Either Latin, German, or Spanish, any<br>one of the languages to be pursued<br>through two years. |    |       |
| Science, preferably Physics .....                                                                 | 1  | unit  |
| For Physics may be substituted either a<br>full year of Chemistry or a year of<br>Biology.        |    |       |
| Drawing or Music .....                                                                            | 1  | unit  |
| Military Drill or Physical Training .....                                                         | 1  | unit  |
| Electives .....                                                                                   | 5½ | units |
| <hr/>                                                                                             |    |       |
| Total.....                                                                                        | 17 | units |

## AGRICULTURE

Agriculture is presented primarily from the educational standpoint. Not only are lines of work given to prepare every prospective teacher for teaching agriculture in the elementary schools, but a professional course is offered to those who contemplate becoming special teachers or supervisors of agriculture. Emphasis is placed on the practical rather than the theoretical or technical. To this end, work in the class room is supplemented by actual practice in the field and garden.

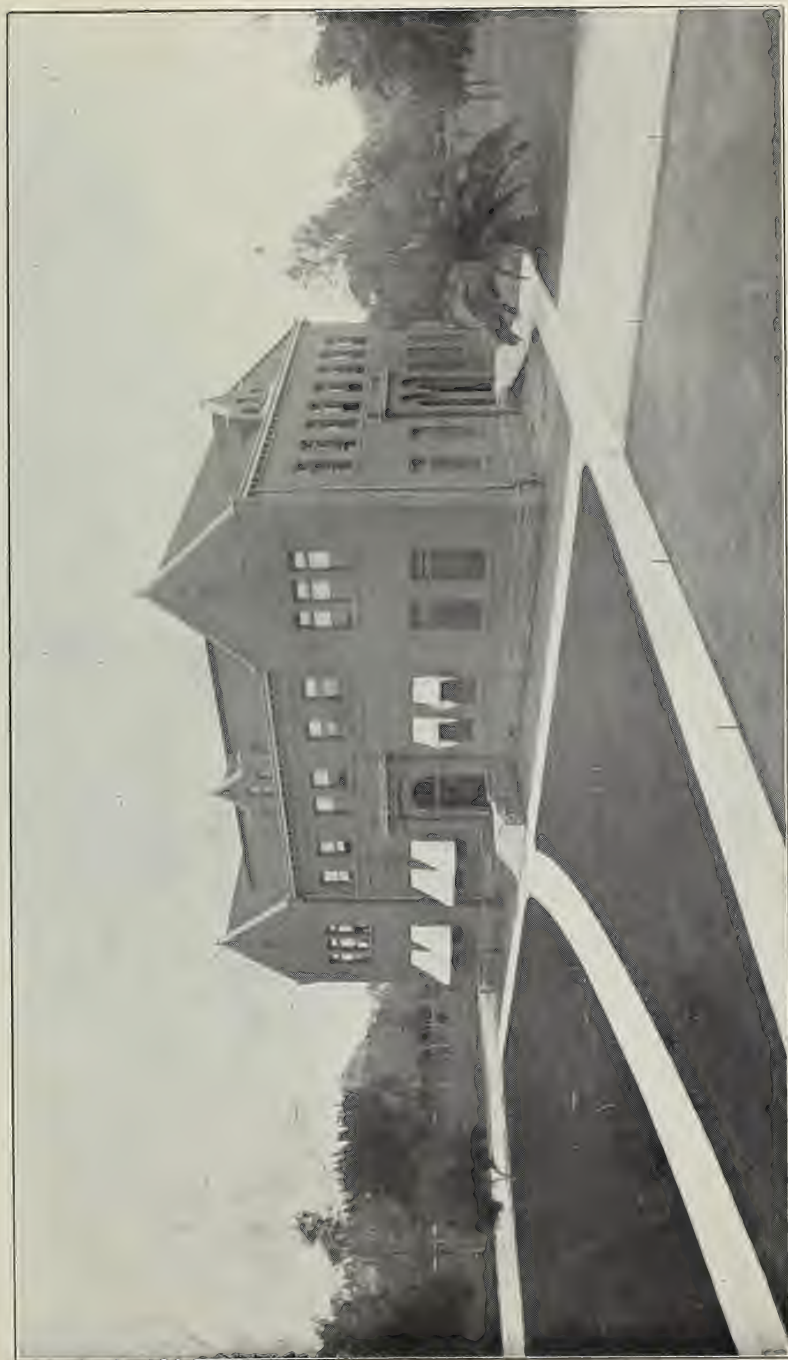
**Agriculture 1. Elementary Agriculture.** This course is designed to give a general survey of all phases of agriculture for the benefit of those who cannot make a more detailed study of the subject, and to furnish a foundation for the work of the teacher. Emphasis will be placed upon fundamental principles as applied to local conditions. Some of the topics taken up will be as follows: Origin and kinds of soils, movements of soil moisture, the plant in its relation to the soil, tillage and cultivation, irrigation, drainage, Water conservation, soil improvement, field crops, gardening, horticulture, farm stock, dairying and poultry. Each member of the class is required to make a garden and to take part in such activities about the field or campus as may have a special bearing upon the subject.

**Literature:**—Agriculture for Schools on the Pacific Slope by Hilgard & Osterhout, MacMillan Co., bulletins from U. S. and State; current literature.

Required for all second year students. Five periods per week throughout the year.

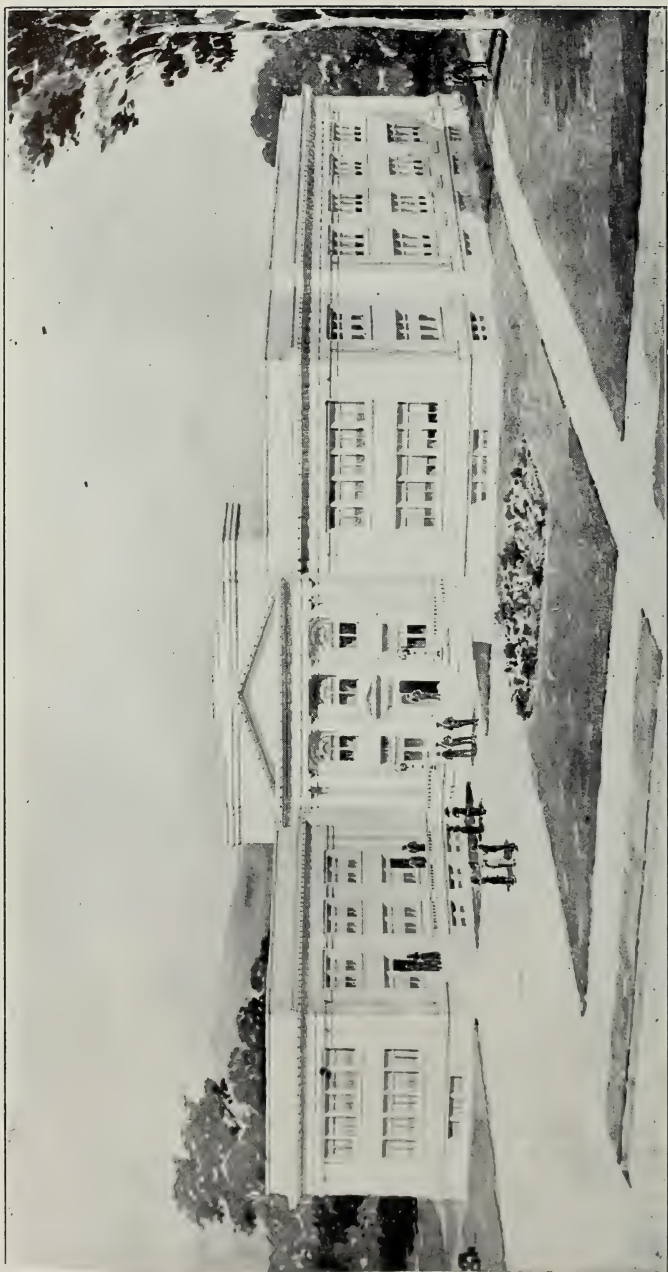
**Agriculture 2. Breeds and Breeding.** A study of the history and characteristics of the different types of horses, cattle, sheep, hogs and poultry will be taken up. The principles of stock judging will be given attention. In addition to the farm animals of the locality, the State Fair furnishes opportunity for a study of the different types and practice in judging them. The latter part of the course will be devoted to a survey of the principles of animal improvement.

**Literature:**—Types of Farm Animals, by Plumb, Ginn & Company; Stock Judging, by Craig, Kenyon Printing Co.,



SCIENCE AND OFFICE BUILDING





NEW INDUSTRIAL ARTS BUILDING

Des Moines, Ia.; Breeding of Animals, by Shaw, Orange Judd Co.; Bulletins and current farm magazines.

Junior year, first semester, five times per week.

**Agriculture 3. Care of Farm Animals.** The care, management and feeding of farm animals in a state of both health and disease will be taken up in a general way. The symptoms and treatment of the most common animal diseases will be carefully studied. Examination of animals for unsoundness will be practiced by the members of the class. Animal nutrition will be studied briefly. The composition, palatability and other characteristics of various feeds will be taken up, together with their combination into economical and efficient rations for farm animals. Special attention will be given to the feeding of dairy cows, fattening cattle, work horses and poultry.

**Agriculture 5. Dairying.** This is one of the leading industries of the Salt River Valley. The course will include a general study of the secretion and composition of milk, and covers the study of the various makes of hand separators as to their durability and efficiency. Milk testing, adulteration, care of milk and cream on the farm, creamery management, butter judging, the principles and application of the Babcock tester, the factors influencing the quantity and quality of milk, the use of the lactometer, condensed milk, and milk as a food will be subjects given consideration.

Junior year, second semester, three times per week.

Not offered in 1914-1915.

**Agriculture 6. Agricultural Education.** This course presents methods of teaching elementary agriculture. During the first part of the year, a review will be made of the fundamental principles of elementary agriculture similar to the work outlined in Agriculture 1. This work will be supplemented with actual practice in making school gardens. Attention will be given to the performance of simple laboratory exercises that can be performed in any school room. The management of school gardens, the direction of field trips and observations, the collection of specimens of local weeds, insects, plant diseases and other material for use in the school room will be taken up. Special attention will be given to the study of recent movements in agricultural education, community work, the organization of boys' and girls' clubs, and the specific agricultural problems of Arizona.

The work in the class room will be supplemented by actual practice in teaching the grades of the training school.

**Literature:**—School Gardens, by Parson, Sturgis & Walton; How to Make a School Garden, by Hemenway, Doubleday, Page & Co.; Elements of Agriculture, by Warren, Macmillan Company; Agriculture for Schools on the Pacific Slope, by Hilgard & Osterhout, Macmillan Company; Rural School Agriculture, by Davis, Orange Judd Co.; Bulletins and current literature.

Required for all seniors in the professional course, twice a week throughout the year.

### **ANALYSIS OF THE COURSE OF STUDY**

**Introduction**—The primary aim of a Normal School is the training of teachers and this is made prominent throughout the course. In each department the teacher not only teaches his class, but he discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is made dominant in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the Senior Year by the student teachers consulting frequently with the members of the Normal faculty who have charge of the subject which they are teaching in the Training School. The members of the Normal School faculty are also expected to prepare outlines of work for special lessons, and lectures pertaining to the methods of teaching their special subjects and present the same to the Senior Class.

### **ART DEPARTMENT**

**Mr. Anderson**

The aim here is two-fold: First, to develop in the student the power to know and the ability to express form in its true appearance and proportion; to familiarize him with something of the science and arrangements of color in producing relations of harmony; to train him to appreciate good composition and design; and to cultivate his taste for the beautiful. Second, to qualify graduates to act as teachers or supervisors of drawing and of art education.

Special emphasis is laid upon the subject of designing that the student may procure a knowledge of the principles

underlying the production, in the industrial field, of original and creditable designs. Graduates are expected to correlate drawing with other subjects of study, so that it may serve a ready and effective aid in the public school work.

This department is liberally supplied with all the materials and apparatus necessary for the class room, such as drawing tables, easels, color wheels, charts, still life models, drawing paper, plaster casts and books of reference.

Aside from the drawing rooms, we have one for work in clay. The exercises in clay modeling include work from plant and animal life, the making of tiles and pottery, practice from the cast, illustrative topics, work from the human figure, the making of designs for wood carving, etc., use of potter's wheel, glazing of pottery, care and use of kiln.

**Drawing 1.**—This embraces brush practice, elementary perspective, type-forms and objects based upon these, nature drawing in pencil, colored crayons, charcoal and water colors, blackboard practice, elements of design with application in problems for construction, plant and animal motives in design, the making of scales in the study of color values, practice in the laying of flat washes, elements of mechanical drawing, memory drawing, exercises in clay modeling, lettering, Egyptian art.

First year, four times a week.

**Drawing 2.**—Work of this course includes study in light, light and shade, pen-and-ink drawing, charcoal from cast, pose drawing for poster effects, illustration, wash drawing, perspective, pencil technique, out-door sketching, mechanical to give knowledge of conventions and methods of drafting, applied design, adapting subject-matter to different shapes in the problems of decoration, Greek art, lettering, clay modeling.

Third year, two times a week, prerequisite, Drawing 1.

**Drawing 3.**—At this point the work in special drawing begins for the students who aim to become teachers or supervisors of drawing and art. Only those giving evidence of some ability, and of strong work in drawing, will be encouraged to enter. Work will be required along the following lines: Mechanical perspective, pencil sketching, pen-and-ink from plant, still life, cast, landscape, architectural details, etc., colored chalk drawing, charcoal from cast and still life, mechanical drawing, using isometric, oblique and



cabinet projections, with problems, water color practice, illustrative drawing, lettering and booklet making, blackboard drawing, stenciling and wood-block printing, clay modeling and pottery, Roman and Mediaeval art.

Third year, five times a week, prerequisite, Drawing 2.

**Drawing 4.**—This course will include advanced free-hand drawing, practice in the several media, composition, lettering, charcoal from cast and life, illustrations in black and white, modeling from cast and life, mechanical drawing, orthographic projections, sections, developments, inter-sections, shades and shadows, pottery glazing, etc., applications of design in leather work and bookbinding, study of pictures, history of art.

Junior year, ten hours a week, prerequisite, Drawing 3.

**Drawing 5.**—This course, in addition to reviews, will call for practice in pictorial composition and design, interior decoration, drawing from the human figure, advanced clay modeling, the making of objects from sheet copper and brass by etching, hammering and soldering, tooled leather work, poster work, blackboard drawing and chalk modeling, book illustration, stories and designs in clay, practice in oils, methods including considerations of courses of study, the making of outlines of work for eight grades and high school, teaching and supervision, history of art.

Senior year, fifteen hours a week, prerequisite, Drawing 4.

## BIOLOGY

It is the aim of this department to present in sequence the subjects of zoology, botany, and physiology, co-ordinated into a unified course in biology. The presentation of the course will employ strictly scientific methods, but at the same time will be adapted to the needs of teachers of nature study and physiology in the public schools. The consideration of living organisms as a fundamental factor in education is kept in mind throughout the course. The work in zoology and botany precedes the work in agriculture and students contemplating doing work in agriculture will find this course well adapted to their needs.

**Biology 1. Zoology.**—This course introduces the study of biology. The work begins with the study of a typical insect, usually the locust. This introduces the general prin-

ciples of anatomy and familiarizes the students with zoological nomenclature. Following the locust, one type from each family of the Orthoptera, one from each order of Insecta, and one from each class of Arthropoda are studied. Study in these related groups affords the student a knowledge of systematic classification and a comprehension of animal physiology, ecology, and the organic factors of evolution. The remainder of the semester is devoted to a similar study of the prominent types of the other branches of the animal kingdom. While the course is based upon work in the laboratory, particular stress is laid upon the habits and economic importance of living animals, and the student is encouraged to develop a permanent interest in nature study. Observations are recorded in a proper systematic method. The course aims throughout to strengthen the power of observation and to develop habits of careful systematic thought.

Reference works in the library furnish the student with all the up-to-date information, and the fauna of the surrounding country furnishes a copious field for special work. Kellog's "Elementary Zoology," used as both text and Laboratory Manual.

First year, first semester, three recitations and four laboratory periods a week.

**Biology 2. Botany**—This work teachers will find particularly useful in furnishing a basis for a large portion of the nature study work requisite in all grades of the public schools.

In this the principles of organic evolution are still further worked out by a thorough study of vegetable anatomy and physiology, but the fact is also recognized that the life relations of plants are of more interest to mankind. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relations of the plant to the conditions under which it lives, and to the effects of soil, climate, and other factors of environment upon its form, structure, and habits.

The work in zoology terminates and that in botany begins with the joint consideration of the protozoa, the single-celled animals and the simple algae, the single-celled plants. Both of these groups are found in abundant variety on and near the campus. In this study the student learns the use and manipulation of the compound microscope. By means

of these and class demonstrations with the projection lantern an accurate knowledge of cell life, and a clear understanding of the essential biological processes of nutrition, respiration, irritability, sensation, and reproduction are gained.

This is followed by an investigation of typical cryptogams, including a consideration of bacteria. This is succeeded by a laboratory study of the conditions affecting the germination and growth of the seed, the morphology structure and functions of the root, stem, leaf, and flower. The course is concluded with the study of the chief families of flowering plants. The campus and the surrounding country abound with varied forms of plant life. The student is required to study these until he is familiar with the common flower and trees. Many types serve to illustrate pollination, fertilization, and the factors of plant ecology. The course is based upon experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Experimental demonstrations by the instructor illustrate the entire course. Each student is required to keep a neat and systematic record of all observations and investigations, and to illustrate the same by careful drawings and sketches.

Text used: "Introduction to Botany," by Bergen and Caldwell.

First year, second semester, three recitations and four laboratory periods a week.

**Physiology**—The general idea of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class demonstrations. The health and efficiency of the human body are being more and more esteemed and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene and sanitation, but particularly concerns intellectual and moral behavior. Therefore we bring into greater prominence the right conduct of physical life, hygiene, and sanitation, and reduce anatomy to its lowest terms. Experimental work is done in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites, and other factors of health are given an ample place in the course. Each student is

required to prepare and present to the class a report on some of the more common diseases, including their cause, symptoms, methods of treatments, and relation to the life of the community. The course as given not only gives to each student some valuable information which all of us should possess but also affords prospective teachers a practical knowledge of physiology sufficient for the needs of the public school teacher of physiology and hygiene. J. E. Peabody's Laboratory Exercises in Physiology and Anatomy is used in the laboratory, and Hough and Sedgwick's The Human Mechanism forms the basis of the text book work.

Junior year, second semester, recitations and laboratory periods the equivalent of five periods a week.

## COMMERCIAL LAW

Mr. Anderson

**Commercial Law**—The aim in this subject is to acquaint the student with the laws governing the common transactions of business life so he may be able to readily use these facts in a practical manner. Aside from this view of the subject, the reasoning faculties are brought sharply into operation. In the several topics good opportunity is offered for logical thought in discussion and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of different cases with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: Contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, credit and loans, real property, pleading and practice.

Senior year, one semester, once a week.

Text book: D. C. Gano, Commercial Law, American Book Company.

## EARTH SCIENCE

Mr. Irish

**Physiography**—The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effects. This is followed by a discussion of the plan of the earth and its broad general features in their relation to world economy. This leads to the study of the physiographic processes supplemented by special studies of selected typical regions



through the medium of the government topographic maps, of which the school keeps a large and well assorted stock. Field trips are employed for the study of local features and for the better illustration of processes. In connection with the study of climate the students are taught to make and record daily observations of the chief elements of the weather. For this purpose the laboratory is equipped with a full set of standard thermometers, barometer, wind vane, and anemometer. The Los Angeles weather map is received daily and is used in connection with this work. The equipment includes a representative collection of rocks and minerals and the necessary wall maps, charts, relief maps, sand table, thermograph, barograph, and a large and growing collection of lantern slides illustrating topographic forms. Junior year, first semester, five times a week. Text-book, Dryer's High School Geography.

**Geography**—This course forms a continuation of the first semester's work in physiography. The relations of the earth to man are brought out in a brief treatment of economic geography. This is followed by a course in regional geography in which the division of the earth into **natural provinces** is emphasized in order that the student may have a broad comprehension of the earth as a whole and thus obtain a clear understanding of the relation of one region to another. Type regions are studied in detail, the students learning to present the various facts of geography by the construction of maps, curves, diagrams and other forms of graphic expression. Note-book work is required, and each member of the class is required to write a thesis of some extent upon some topic which requires the application of the principles studied. This course affords an opportunity for a general review of the subject preparatory to teaching. For this reason the student's attention is constantly directed toward methods of presentation, and devices for illustration are discussed. Junior year, second semester, five times a week. Text-book, Dryer's High School Geography.

## ENGLISH

Mr. Felton

Instruction in English aims to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends courses are given in word analysis, grammar and analysis, rhetoric, composi-



DINING HALL



COTTAGE UNIT FOR GIRLS



MEN'S DORMITORY



tion, theme writing, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

### **English 2. English Literature and Composition—**

Second year, first and second semester. This course has three main purposes: First, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each, and by collateral readings from which reports are made; third, to exercise the student in collecting, arranging and presenting material in the form of well-written papers. Selections from Chaucer, Bacon, Shakespeare, Milton, Pope, Goldsmith, Burns, Carlyle and Tennyson are read and discussed in class. Instruction in the use of the library is given.

### **English 3. American Literature—**

Third year, first and second semesters. Appreciation and enjoyment of the best that has been written by American authors, together with a thorough comprehension of the place of literature in the life and thought of the nation, is the aim of this course. The characters of the individual authors, particularly of the New England group, are studied. Collateral readings and instruction in the use of the library are required. This year the following classics were read: Emerson, Selected Essays; Poe and Irving, Short Stories; Hawthorne, *The Scarlet Letter*. Besides these general studies, the individual students select novels by Cooper, and the best of the more recent American fiction writers, read them carefully, and make oral and written reports upon them in class. Composition, based upon phases of literary development, and upon the classics read, is required throughout the year. Text-books: Howe's *American Literature*, D. C. Heath & Co.; *The Chief American Poets*, Houghton, Mifflin & Co.

### **English 4. Grammar and Methods—**

Junior year, second semester. This course aims at the complete mastery of English sentence structure, and the essentials of English etymology. Drills in parsing and analysis are required; comparison of opinions of the highest modern grammatical authorities is made. The variant terminology of English grammars in common use is compared and tabulated, and methods of teaching the subject in a plain, logical manner



are presented. Rigdon's Grammar of the English Sentence is used as a text-book.

**English 5. Special English**—Senior year, first semester. The class recites three times a week, being devoted largely to the acquirement of ease and finish in discourse, both spoken and written. Written composition is practiced throughout the semester. Themes are carefully read and corrected, individual attention being given to each student's needs. A high standard of excellence in composition is demanded.

**English 1. Rhetoric and Composition**—First year. The aim of this course is to give students power to write simple and clear, correct, forcible English. Theme writing is required from the first. In order that a suitable freedom of expression may be developed most of the themes are based upon personal experience and observation. High standards in clearness, correctness and force are rigidly required. Some attention is devoted to the technical side of rhetoric. Exercises for the improvement of diction, unity and coherence, together with the principles governing their application, are supplemented with the regular theme requirements. Narration, with special observation of plot and orderly sequence, is studied. Description, exposition and very simple argumentative discourse follow the study of narrative. All papers are discussed and corrected in class or by individual consultation with the instructor. Selections from our best modern prose writers are studied as models for the study of imagery, plot and character delineation.

Wooley's Hand Book of Composition and Hitchcock's Practice Book in English Composition, D. C. Heath & Co., are used as text-books.

**Spelling and Word Analysis**.—As words are of no use to us any further than they are understood, the study of spelling and word analysis is a preparation for work in every subject. The purpose of the course is two-fold: to teach written spelling and to enlarge the student's vocabulary. Words selected for study in this course will come from two sources: words misspelled in the themes written by the class in their rhetoric and composition, and words which are to be studied with regard to their analysis and use. As a preparation for this work phonetics, interpretation of diacritical marks as used in Webster's Dictionary and syllabification will be studied. The words chosen for analysis will be those that are, or ought to be, in the student's

vocabulary. By frequent contests and by dictated exercises in which commonly misspelled words will often occur, the correct spelling of these words will be fixed in the memory not only as isolated words but as they occur in sentences.

The work in spelling and word analysis demands three hours a week during the last semester of the first year. The subject is also required of students who enter the Normal School as graduates of a high school, and is considered a part of the professional course. In the Junior year the work is discussed before the class in order to give practical illustrations of the methods of teaching spelling and word analysis in the public schools. Text-books: Webster's Academic Dictionary, American Book Company; Swinton's New Word Analysis, American Book Company.

### **GERMAN** **Miss Salmans**

The course in German is provided to fill the needs of those students who wish to pursue more advanced work after leaving the Normal. Two years of German are accepted as two units by the leading universities of the United States. The two years' course is elective in the Junior and Senior years.

**Elementary German**—Essentials of grammar, reading and conversation. Special drill in pronunciation, conducted mainly in German. The syntax and idioms are acquired by repeated exercises and dictation. Text-books: Gronow, Jung Deutschland, Ginn and Co.; Hempl, Easiest German Reading, Ginn & Co.; Zschokke, Der Zerbrochene Krug, American Book Co.; Ball, German Drill Book, D. C. Heath & Co. Spyri, Rosenresli, D. C. Heath & Co.

**Advanced German**—Constant review of grammar, composition and sight reading. German is the language of the class.

Text-books: Ball German Drill Book, D. C. Heath & Co., Storm, Immensee, Scott, Foresman & Co.; Benedix, Der Prozess, American Book Co.; Allen, First German Composition, Henry Holt & Co.; Freytag, Die Journalisten, D. C. Heath & Co.

### **HISTORY AND CIVICS** **Mr. Murdock**

In the course here offered an attempt is made to train the student in the making of outlines and summaries of

periods and movements, the material being gathered from all available sources. A careful selection of what is considered essential is made and thus time is obtained for the intensive study of particular epochs. In this way the student is introduced to newer methods and acquires more freedom in the use of materials. The correlation of history with literature is made by readings from the classics, both poetry and prose; with geography by the drawing of maps showing physical features, and by the study of climatic conditions and of the material resources of regions as conditions of environment and hence vital factors in the making of history. The library is well equipped for all the sources and especially for the study of the history and government of the United States. Many periodicals relative to this department are on file in the magazine room.

Course 1. Ancient History. Second year. Text: Supplementary Reading.—Histories of Pelham and Botsford; Readings from Botsford and Davis.

Course 11. American History. Third Year. First Semester. Text: American History. Muzzey (Ginn). Supplementary Reading.—Epoch Series, Elson, American Statesmen Series.

Course 111. Civil Government. Third Year. Second Semester. Text: Government and Politics in the United States. Guitteau (Houghton Mifflin.) Supplementary Reading.—Bryce's and Beard's works on government, Readings from Beard, Kaye and Reinsch.

Course IV. Modern History. Junior Year. First Semester. Text: Outlines of European History, Robinson and Beard (Ginn). Supplementary Reading—Green, A short history of England, Andrew's and Hazen's texts.

## **HOME ECONOMICS**

**Miss Francis—Miss Stewart**

The aim of the department of Home Economics is to give training in subjects which pertain to the "economic, sanitary and aesthetic aspects of food, clothing and shelter, as connected with their selection, preparation and use by the family in the home or by other groups of people."

There are two courses offered in home economics, one required of students in the first and third years, the other a specializing course for training teachers in those branches

of home economics usually taught in grammar schools. A certificate is granted upon the satisfactory completion of this course.

## COURSE I

**Home Economics I.**—Textile and clothing. First year, two periods.

A—Advanced. Prerequisite, sewing of the 5th, 6th, 7th and 8th grammar grades, or its equivalent.

Textile—A brief course in the history, source, production, adulterations, buying and hygiene of the major textile fibers. Recitation and laboratory work. Text: Household Textiles, by Charlotte M. Gibbs, \$1.25.

Clothing—Garments are cut out, fitted and made from commercial patterns and from patterns drafted by the students to their own measures. Machine sewing chiefly.

B—Elementary. For those who have had no previous work in school. The course is arranged to meet the needs of the students.

**Home Economics 2.**—Food, clothing and shelter. Third year, three periods.

A—Advanced. Prerequisite, domestic science of the 7th and 8th grammar grades.

Food—Classification of foods, study of their sources, composition and value. Laboratory work illustrating the effect of heat upon the food principles, and giving further practice in the preparation of foods.

Serving—Three meals are planned, purchased and prepared by members of the class, each one in turn acting in the capacity of hostess, cook and waitress. Some practical problems are given, such as the entire planning, preparation of luncheons and serving them to a large number of persons at a limited cost.

A short time is spent on each of the following subjects: Digestion and assimilation; dietetics, including infant and invalid diet; laundry work; house sanitation and furnishing; care of the home, family and person.

B—Elementary. For those who have not previously studied the subject in school. An abbreviated course is



given, covering most of the work of the grammar school. Advanced work is given as early as possible.

## COURSE II

**Home Economics 3.**—For those preparing to become teachers. Third year, 5 periods. Bacteriology, 2 periods, first semester; Heat, 2 periods, second semester; Principles of the Selection and Preparation of Food, 3 periods, first semester, and  $\frac{1}{2}$ , second semester. The nature and use of food; changes produced by heat, cold, etc.; marketing expeditions. Processes of the manufacture of foods. Laboratory practice and experiments, recitations and reference work.

**Home Economics 4.**—Hand Sewing—Three periods, half semester. The making and application of all stitches. This is taught on wearing apparel and other useful articles. The presentation of the work to children is carefully considered.

**Home Economics 5.**—Junior year. Ten periods. Advanced cookery, including cookery for the sick and convalescent and infants. Serving, marketing, dietetics, laundry, houses, sanitation, home furnishing, advanced sewing.

**Home Economics 6.**—Senior year. Fifteen periods. Advanced cookery, including fancy cookery and experimental cookery. Home management and care, home nursing and emergencies, dressmaking, millinery, methods of teaching, practice class teaching.

## LATIN

**Mr. Hall**

The course in Latin begins the first year and extends over the first four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year, making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archaeology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system, receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter college having four units to his credit of sixteen generally required for admission to the universities of Arizona and California.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall not be less in amount than Caesar, **Gallic War I-IV**; Cicero, **Orations against Cataline, for the Manilian Law, and for Archias**; Vergil, **Aeneid I-IV**. But in range this amount or its equivalent may be selected from the following authors and works: Caesar, **Gallic War** and **Civil War**, and Nepos, **Lives**, Cicero, **Orations, Letters and De Senectute** and Sallust, **Catiline and Jugurthine War**; Vergil **Bucolics, Georgics, and Aeneid**, and Ovid **Metamorphoses, Fasti and Tristia**; Provided always that this selection shall include the following as Prescribed Reading: Cicero, **for the Manilian Law and for Archias**; Vergil **Aeneid i-ii and either iv or vi**.

The course is outlined as follows for 1914-1915:

**Introductory**—Pronunciation, syllabification, and inflection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

**Caesar**—Gunnison and Harley, **Gallic War**, Silver, Burdett & Co., is the only text used for the second year work. Three recitations a week throughout the year in Caesar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

**Cicero**—Harkness, Kirkland and Williams, Cicero's **Nine Orations**, American Book Company. The orations against **Catiline**, the orations for **Archias** and for the **Manilian Law**; also, if time permits, either for **Marcellus**, for

**Ligarius, and the Fourteenth Phillipic, or Merivale's Salust's Catiline**, The Macmillan Company. The class recites in Cicero four times a week throughout the year.

**Vergil**—Greenough and Kittredge, **Aeneid**, Ginn & Co. Books i-vi will be read in the Senior year. The class recites in Vergil four times a week throughout the year. Subject-matter, literary and historical allusions and prosody as well as ability to translate will be demanded in all authors read.

**Grammar and Composition**—Every student in the Cicero and Vergil classes must have the following books: Nutting, **Advanced Latin Composition**, Allyn and Bacon; Allen & Greenough's **New Latin Grammar**, Ginn & Co.; Brown, **Latin World List**, Ginn & Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose, will be rigidly required of each student upon the completion of the four years' work in Latin. Third Years and Juniors recite once a week throughout the year upon this work.

## MATHEMATICS

**Mr. Frizzell**

Mathematics should form an important part of the course of study in a Normal school, for the logical product of such school is teachers of children, teachers who are to go into village and country and train children to become useful and competent citizens.

Since all persons should have legitimate and lucrative occupation, and since the science of mathematics is fundamental in all business calculation and in constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School the effort is made to train the student in the manner that will best fit him for work as teacher and at the same time give him a comprehensive and thorough knowledge of the subject.

The course is presented under three heads, namely Arithmetic, Algebra and Geometry.

**Arithmetic 1.**—Arithmetic is presented the second semester of the second year and also the first semester of the Junior year.

In the second year the endeavor is made to make a thorough study of the subject. Exhaustive drills are given in the fundamental operations, in fractions, decimals, proportion, etc.

**Arithmetic 2.**—In the Junior year, although exhaustive review and drill of arithmetical principles are given, the subject is presented from the teacher's standpoint and involves the method of presentation to children in the grammar school grades.

Text-books: Secondary Arithmetic, by Stone-Mills; The Southworth-Stone Arithmetic, Benj. H. Sanborn & Co., Chicago, Ill.

**Algebra**—The work in Algebra is given during the first year and the first half of the second year.

Algebra work is based on the work previously done by the student in the grammar school grades. Beginning with concrete examples and simple operations, students are led to develop and comprehend abstract and general truths.

Special attention is given to addition, subtraction, multiplication and division. Also a close study is made of fractions, the equation as a means for the solution of problems, simultaneous equations, proportion, quadratics, logarithms, etc. The subject is treated in a simple and careful manner so that a student who has mastered grammar school arithmetic can do the work in algebra in a satisfactory manner.

Text-book: Hawkes, Luby-Tuton, Ginn & Co., Chicago.

**Geometry**—Geometry is offered in the third year of the course. In this subject the student is led to make close examination of conditions as set forth in the proposition that he may have a clear understanding of the hypothesis. This fastens upon him a habit of close observation and prepares him to view conditions in the proper light. The aim, also, is to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient evidence before drawing conclusions.

Text-book: Wentworth's Geometry, Ginn & Co., Chicago.

## MANUAL TRAINING

Mr. Clark

The Industrial Arts department will soon be housed in a well-equipped building designated especially for these



lines of work, wherein the fundamental courses of industrial and art work will be presented. The method of handling this work has been changed materially to meet the necessities and demands of regular and special students. In the manual training departments, shops will be equipped for bench wood-work, joinery, mill-work, cabinet construction, wood-turning, patternmaking, sheet metal-work, forging, foundry, machine shop with minor allied branches. Throughout the courses mechanical drawing, shop-drafting and designing will be correlated.

The courses offered aim: first, to encourage and stimulate self-reliance, invention, neatness, proportion, harmony and accuracy; second, to make competent independent workmen capable of designing, making or repairing in house or furniture construction; third, to teach estimation of values, and effects; fourth, to instruct special teachers to prepare and plan courses of study and their presentation to the end that they may become competent to teach these subjects.

Two courses are offered, Academic and Professional, besides instruction in the four upper grades in the training school. The Academic course is prescribed for the first and third years of the Normal for regular students. The problems designated aim to embody such principles of construction and finish as are within the scope of the student's ability in the grade or year to which the problems are assigned. All discussions are built upon the material, construction, and finish of these problems. Substitute projects may be offered provided the same principles are embodied.

### TRAINING SCHOOL COURSE

The training school pupils are taught, by means of a series of problems, the basic ideas in preparing wood for use in construction. Through the problems come talks on wood and tool manipulation. None but work well done will be accepted. Incorrect habits of workmanship are noted, that the pupil may not find himself under the necessity of unlearning errors of thinking and working. No class is required to execute all of the constructions in a certain year, nor will any pupil be limited by anything except his manifest ability. The problems are made from drawings and pupils are required to understand and read same upon the completion of the eighth grade, together with training to execute drawings of simple constructions. Classification of problems by grades is as follows: Fifth grade, bread board,

pen-tray, key-rack, blotter-pad, tooth brush holder; sixth grade, towel roller, spool holder, foot stool, book-rack, hexagonal tray, cutting board or grocery list; seventh grade, wall pocket, candlestick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack, picture frame, square table, carved trays, lamp stand, chair. Thirty-six weeks. Two periods per week.

### ACADEMIC COURSE

**Manual Training 1 and 2.**—This course will be pursued through the medium of woodworking. It allows considerable latitude as to specific articles but insists upon certain essentials of good construction being executed, such as haunched mortise and tenon, half lap, half lap mitre, dovetail, framing and panelling joints. The pupils make such problems as the following: Knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, buffet, framing truss, and rafter cutting. The problems are made the foundation for discussion of woods; their growth as related to construction uses; the making and application of practical finishes and wood preservatives. While the theoretical and educational are not lost sight of, the trade or practical side of the shop work is kept largely in mind, that the young men who elect the work may be fitted in a great measure for positions in the trades. This side is made a feature because those pursuing this course will probably not become teachers. Some wish to fit themselves for the more skilled positions in the various industrial fields. Drawing will be emphasized and a special advanced drawing course offered. Text: King's Series. Two periods per week. First and third years.

### PROFESSIONAL COURSE

**Manual Training 3.**—Those who elect this course pursue the Academic course in the first and third years, completing the third year course in the first semester of the third year, from which point they take up additional and special lines with the theoretical and educational side in mind largely. Those who prepare for professional work receive special instruction and lectures upon the scope and intent of this branch of public school work. Orthographic, isometric and cabinet projection are required. Working drawings, tracings and blue prints are made and experience in their preparation required of the pupils. Students electing this course must finish a series of problems to cover a course

for teaching in the various lines offered. The completion of this work will certify them for positions in manual training or enable them to embody the courses in the general school work. By years the following work will be offered:

First Year—Same as Manual Training 1. Two hours per week.

Third Year, First Semester—Same as Manual Training 2, but completed in one semester by taking five hours per week. Second Semester—Advanced cabinet work and wood turning. This work will cover more difficult case construction, study of design, ornamentation, etc. Wood turning will comprise study of lathe, lathe tools, jigs, woods for turning, action of wood fibre in turning, turning between centers, chucking, face plate turning. Drawing is required. Five hours per week.

**Manual Training 4 A.**—Patternmaking. This course will involve the study of cores, core prints, draft, vent, allowance for shrinkage and finish, building up stock, making core boxes. Enough molding will be given to give an understanding of the relation of the pattern to the casting. Each pupil will make mold in sand and run off casting. All work will be accompanied by drawings. Junior year, first semester. Ten hours per week.

**Manual Training 4 B.**—Forging. This course covers building and care of fires, position at anvil and forge, proper handling of tools, care and equipment of room. Suggestive problems in elementary forging are here noted.

Drawing exercises in manipulation of iron; Round stock to square and square to round, making bent rings, hammock hooks, staples, gate hook, eye bolt, square head bolt, welding exercise, fagot, ring hook, flat washer, eye drilling and assembling. The acquiring of skill in manipulation of iron and steel and handling of tools is necessary but ability to teach others is equally important to the teacher. Time is given to the development of methods of teaching forging, planning courses, relation of problems in regard to tool processes and applications. Demonstrations are given and notes taken. Papers submitted on tool and metal industries. Sheet metal work will be added as supplementary work or offered as substitute work for full credit which will comprise hammering, sheet metal, laying out and building up forms and designs, spinning, burnishing, making of ornamental trim-

mings. Study of history of sheet metal work, drawing and designing required. Junior year, second semester. Ten hours a week.

**Manual Training 5 A.**—Machine Shop Work. Will comprise bench work, chipping and filing, operation of common machine tools, as lathe, planer, milling machine, drill presses, etc. Through their use students will become acquainted with these tools and construction. Such problems as fitting, laying out, drilling, tapping, turning cylinders, tapers and irregular shapes, thread cutting, external and internal boring, rechucking, shaping blocks, cutting bevels, making reamers, drills, etc. Lectures on related topics will be given. Drawing required. Senior year, first semester. Ten hours per week.

**Manual Training 5 B.**—General review of the manual arts work with reference to actual shop practice, study of methods, courses, drawing, equipment, supplies, etc. Review of history and development of industries and manual training, industrial and vocational institutions. Much reference work will be assigned and thorough papers required upon topics allotted. Senior year, second semester. Ten hours per week.

Students entering school at the Junior year, wishing to specialize in the Manual Arts, must satisfy the department that they have previously completed a course equivalent to that prescribed herein for the first and third years, special course. All students entering the school must complete the minimum work outlined in the first and third years of either Home Economics or Manual Arts or present credentials showing that they have been completed elsewhere.

## MILITARY DRILL

### Mr. Irish

This work is intended to accomplish several important results. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable



from properly conducted military work, is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction and self-control. At the same time the graduation of authority and division of responsibility from private to captain furnish a valuable object lesson in government, while the actual knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all male students who are free from physical disability, includes "the setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops. Opportunity is given for instruction in military map reading and map maneuvers.

By an act of the First Legislative Assembly of the State of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this State, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharp-

shooters under the regulations prescribed for the National Guard. Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of regulation olive drab, correct in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

## MUSIC

### Mr. Johnston

Music is a part of the professional work of the course and credits the student with one unit of the nine required in that department of study. The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music.

Study begins in the second year of the student's course, and the time devoted to it consists of four periods a week in class, for the year, being equivalent to two periods a week, for two years, the required time of the course in this work; this arrangement allows for more continued application, and results in greater accomplishments, in both sight reading and singing, also entitles the student making passing grades, to continue and complete the work in the Junior Year.

The subject continued in the Junior year is assigned two periods each week for the entire year, and the work will consist of continued vocal practice and sight reading and their direct application to methods of teaching, and presentation emphasized in detail.

The student at all times is given work within his capacity to perform, and is carried along in easy but practical stages, in acquiring not only a knowledge of the fundamental principles of the subject, but is fitted to apply himself in working out his own musical problems, by frequent individual recitation in class, from which no one is excused.

This ability is acquired through constant reading of good music, in the form of unison and part songs, and exercises, conceded to be the best method for the development of vocal technique, and power of concentration in sight reading, at the same time making familiar to the student a vast amount of the music of the best writers, thereby cultivating taste in the selection of what is best in music.

As an added stimulus, it is expected that an hour for chorus practice can be arranged for the coming year, and systematic classification of voices established, so that the entire school may participate in this important phase of work, in which the Laurel Song Book will be continued, and Hoover's Hymn and Song Collection has been selected, as supplementary.

Text books used will be as follows:

**Music 1**—Second year. Four periods a week. Text-books: First and second books, Modern Music Series.

**Music 2**—Junior year. Two periods a week. Text-books: Third alternate book, Modern Music Series.

Many of our students take instruction in piano playing; there are several excellent piano teachers in Tempe, and while this has to be done outside of school, by private arrangement with those teachers, and the lessons paid for, the pianos of the school are made available for the convenience of practicing, and such students may have stated hours assigned them upon application.

## PHYSICAL SCIENCE

Mr. Irish

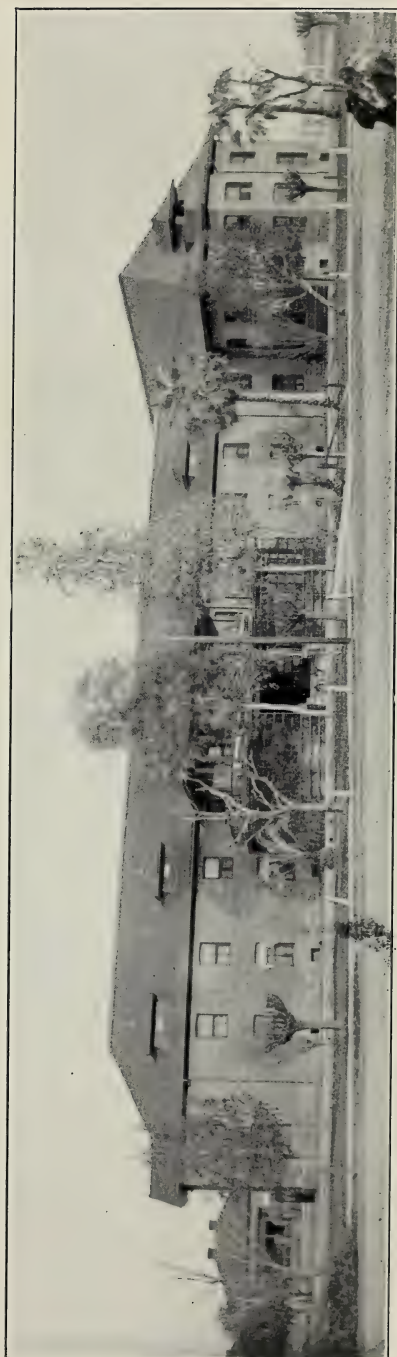
**Physics 1**—Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass, and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Text-book: Millikan and Gale, First Course in Physics. Third year, first semester. Five periods a week.

**Physics 2**—An additional semester's course of laboratory work in electrical measurement, sound and light, accompanied by two lectures a week, is open to those who have completed Course A, and who have shown special





LIBRARY



LADIES' DORMITORY





MANUAL TRAINING SHOP

ability along this line. Such students may elect this course in place of the course in chemistry. Third year, second semester. Five periods a week.

**Chemistry 1**—Two periods of laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Physics 1 which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods and carries over with him a working knowledge of the gas laws and of the constitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties, and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to chemistry of foods, tests for adulterants in foods, dyeing of textiles, photography, and metallurgical processes. Text-book: Brownlee, *First Principles of Chemistry*. Third year, second semester. Five periods a week.

## PHYSICAL TRAINING AND ORATORY

Miss Burgess

**Physical Training**—Instruction in Physical Training is required, during the five years' course, of all students. Each class recites twice per week. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German system of free movements and light gymnastics. The work is conducted in the new Auditorium building, the entire lower floor of which is occupied by the gymnasium. This is furnished with sufficient apparatus for a thorough course in physical training.

The aim of the beginning work is to acquire a symmetrical development of the body as a basis for health and grace. The lessons for the first semester deal with fundamental work, such as marching, correct standing positions and general adaptation to gymnasium rules. Exercises are

given to remedy the following defects: Weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head, and all hereditary and acquired faults in the carriage of the body. The general work includes Indian clubs, dumb-bells, fancy drills with scarfs, balls, and wands, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles, and all devices in training that secure freedom of bodily action and expression of grace.

The results expected from the work are: first, a noble and graceful bearing habitually maintained; second, freedom from awkwardness and self-consciousness; third, ease and precision in the movements of the body; fourth, a continual and gradual development toward a symmetrical body without injury or strenuous exercises which might prove harmful.

The advanced work taken up in the Junior and Senior classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and aesthetic forms of Physical Culture, harmony in all movements of the body, and mastery of bodily control. The primary object being the development of the individual, as much personal attention as possible is given to each member of these classes.

To secure uniformity of costume, students are advised to confer with the director at the beginning of each school year.

**Oratory**—The Department of Oratory embraces reading, elocution, debate, oratorical delivery, and all forms of public speaking. The courses given are as follows:

**Reading, First Year**—The first year reading is the beginning work from the text-book, Cumnock's Choice Readings, and deals with all forms of speaking. The fundamental work is English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctively, giving thought and proper expression to what is read. Special attention is given to reading intelligently from the printed page in both this and the Junior reading.

**Reading, Junior**—This course is arranged for those who enter the two years' course for high school graduates. It includes all of the work of the first year course in reading,

but takes a broader form in method of teaching and application. The standard is naturalness, and deals with reading as portraying life as it exists in literature. The standard classics are used, such as Courtship of Miles Standish, Evangeline, Enoch Arden and the plays of Shakespeare. Both Junior and First Year Reading recites five times per week.

**Public Speaking**—In the department of Public Speaking, the director has charge of all public work in contests, debates, plays, society programs, etc. In any one of these the students are given assistance to present their work in a natural and creditable way. In this instruction the fundamental principles of oratory are observed. As in reading, the standard is naturalness in oratory and a thorough mastery of the thought expressed.

The students of the school present two plays during the year, the annual basket ball play and the Senior class play. These are chosen by the director, the aim being to present a high standard in the dramatic line of work. Standard plays are used yearly and the benefit the students obtain from this is valuable along lines of interpretation and general acquiring of ease and naturalness before an audience. Such plays as "Mrs. Wiggs of the Cabbage Patch," "Cousin Kate," "Just Out of College," "What Happened to Jones," "The Return of Eve," have been used with success.

## PROFESSIONAL INSTRUCTION

**General Statement**—The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five years' course of the Normal, and the second is open to the graduates of four-year high schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty-four units required for graduation.

**Psychology. Mr. Payne**—The aim of the course in psychology is to introduce the students to the scientific study of mind. The work is given by text-book, experimental demonstration and lectures. The purposes kept in mind are to teach the principles of the science as far as that can be done in so short a course, to show by presenting observa-



tions and by experiment how a knowledge of the subject has been built up, and to arouse the interest of the students in the introspective observation of themselves and in the study of mind objectively as it is displayed by children and adults in ordinary daily life. The work is given the first semester of the Junior year. Text-book: J. R. Angell, *Psychology*, Henry Holt & Co.

**Pedagogy. Mr. Payne**—The course in pedagogy follows directly upon that of psychology. The chief purpose of this course is to show the principles of learning and to develop from these the principles of teaching. As the students of this course begin their practice teaching at the beginning of the Senior year, the latter part of the course is devoted to the application of the principles of teaching to various subjects with practice in lesson planning. The more detailed study of methods comes during the Senior year. Such standard works as Charters' *Methods of Teaching*, Bagley's *Educative Process*, and Roark's *Method in Education* are followed. Second semester, Junior year. Text-book: Stayer—*Brief Course in the Teaching Process*.

**History of Education.**—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by text-book, lectures, and reports by the students. Second semester, Senior year. Text-book: Paul Monroe, *A Text-Book in the History of Education*, The MacMillan Co.

**Ethics. Mr. Payne**—The work in Ethics aims to awaken in the students a clear consciousness of the vital importance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically, as this method has proved its usefulness in showing how the various theories of moral conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. Special attention is given to social and moral aspects of present day education. First semester, Senior year. Text-book: King, *Social Aspects of Education*, The MacMillan Co.

**School Economy and School Law. Mr. Payne**—Instruction is given in these subjects during the Senior year. The

work in School Economy is especially adapted to the needs of teachers who must manage schools without the help of a principal and it deals with practical problems that arise in everyday school rooms. Rural school problems are given special attention. Among the topics included in the course are school organization, classification and grading of pupils, school discipline, the relation of teacher to pupils, parents and social environments, arrangement of exercises and provisions relating to order, the keeping of records and making reports, the lighting, heating, ventilating, seating, and decorating of school buildings. The course in School Law aims to acquaint the students with the school laws of Arizona, and to compare these laws with the school laws of other states with a view to arousing an interest in the legislative enactment of such amendments to the school laws as will have a tendency to benefit the public school system. The course embraces a careful study of the laws relating to state, county and city supervision, including the powers and duties of boards of education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing of school districts; the revenues derived from state, county and district taxation, including the apportionment of the same; uniform text-books, courses of study, etc.

### THE TRAINING SCHOOL

The Training School is organized under special laws, but is conducted as a regular public school of eight grades. The large number of teachers makes it possible to keep classes small and give special attention to the needs of individual children.

The professional work of the Training School has two sides—the theoretical and the practical. The courses in general and special methods make up the theoretical side. The practical work consists of observation of model teaching and practice teaching in the Training School when the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

**Methods.**—The methods, general and special, are taught by the principal and faculty of the Training School. It is their effort to present Normal school methods in such a practical way that graduate teachers will follow the prescribed course of study in an intelligent manner. Primary methods are given special attention on account of their fundamental nature.

**Observation and Practice Teaching**—Each Senior observes model teaching and teaches in the Training School during one full year. The observation of model teaching alternates with the practice teaching throughout the year, the purpose being to give opportunity for immediate application of observed methods. All this work is done from carefully prepared plans under the supervision of the critic teachers.

## COURSE OF STUDY FOR TRAINING SCHOOL

| SUBJECT                             | 1st Grade              |                        | 2nd Grade              |                        | 3rd Grade              |                        | 4th Grade              |                        | 5th Grade              |                        | 6th Grade              |                        | 7th Grade              |                        | 8th Grade              |                        |
|-------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
|                                     | Length of Recitations. | Number of Recitations. | Length of Recitations. | Number of Recitations. | Length of Recitations. | Number of Recitations. | Length of Recitations. | Number of Recitations. | Length of Recitations. | Number of Recitations. | Length of Recitations. | Number of Recitations. | Length of Recitations. | Number of Recitations. | Length of Recitations. | Number of Recitations. |
| Arithmetic .....                    | 15                     | 5                      | 25                     | 5                      | 45                     | 5                      | 45                     | 5                      | 45                     | 5                      | 45                     | 5                      | 45                     | 5                      | 45                     | 5                      |
| Reading .....                       | 20                     | 10                     | 25                     | 15                     | 45                     | 15                     | 45                     | 10                     | 45                     | 7                      | 45                     | 5                      | 30                     | 5                      | 45                     | 3                      |
| Writing .....                       | 20                     | 5                      | 20                     | 5                      | 20                     | 5                      | 20                     | 5                      | 20                     | 5                      | 20                     | 2                      | 15                     | 5                      | 25                     | 2                      |
| Spelling .....                      | 20                     | 5                      | 20                     | 5                      | 20                     | 5                      | 20                     | 5                      | 15                     | 5                      | 15                     | 5                      | 15                     | 5                      | 25                     | 2                      |
| Language .....                      | 25                     | 5                      | 25                     | 5                      | 25                     | 5                      | 45                     | 5                      | 45                     | 2                      | 30                     | 5                      | 30                     | 5                      | 45                     | 5                      |
| History .....                       | 25                     | 5                      | 25                     | 5                      | 20                     | 5                      | 20                     | 5                      | 45                     | 3                      | 45                     | 3                      | 45                     | 3                      | 45                     | 3                      |
| Drawing .....                       | 25                     | 5                      | 25                     | 5                      | 20                     | 5                      | 20                     | 5                      | 45                     | 2                      | 45                     | 2                      | 45                     | 2                      | 45                     | 2                      |
| Manual Training and Hand Work ..... |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| Domestic Science .....              |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| Sewing .....                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| Music .....                         | 5                      | 5                      | 20                     | 5                      | 20                     | 5                      | 20                     | 5                      | 30                     | 3                      | 45                     | 3                      | 30                     | 2                      | 45                     | 2                      |
| Geography .....                     |                        |                        |                        |                        |                        |                        |                        |                        | 45                     | 5                      | 45                     | 5                      | 45                     | 5                      | 45                     | 5                      |
| Grammar and Composition .....       |                        |                        |                        |                        |                        |                        |                        |                        | 45                     | 5                      | 45                     | 5                      | 30                     | 5                      | 45                     | 5                      |
| Civics .....                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| Physiology .....                    |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| Nature Study or Agriculture .....   | 2                      | 2                      | 20                     | 2                      | 20                     | 2                      | 20                     | 2                      | 25                     | 2                      | 45                     | 2                      | 45                     | 2                      | 45                     | 2                      |

\*First Semester. \*\*Second Semester.

Note—The domestic science requires a double period and displaces two other studies once a week.  
The periods of 45 minutes include study periods for some studies.



## SPANISH

### Miss Salmans

The course in Spanish proposes to meet the needs of the following classes of students: First, those intending to teach in the Southwest, where many descendants of the early Mexican settlers yet live; second, those who may identify themselves with the industrial development of Spanish-America, where there is a constant demand for Spanish-speaking Americans with the necessary technical qualifications; third, those students who wish to gain college entrance credit in modern languages. Two years of Spanish are accepted as two units by the leading universities of the United States.

The two years' course in Spanish is elective in the Junior and Senior years of the Normal course. High school graduates may elect Spanish.

**Elementary Spanish**—Careful drill in Castilian and Spanish-American pronunciation, essentials of grammar with exercises in conversation and sight reading. Text-books: Dowling—Reading, Writing and Speaking Spanish, American Book Co.; Harrison—Spanish Reader, Ginn & Co.; Ford—Spanish Composition, D. C. Heath & Co.; Alarcon—El Capitan Veneno, D. C. Heath & Co.; Eserich—Fortuna, Ginn & Co.

**Advanced Spanish**—Class work is conducted in Spanish. Reading, review of grammatical principles; practice in rapid reading and sight translation; conversation. Themes are written in Spanish and attention is also given to the forms of Spanish commercial correspondence. Text-books: Remy, Spanish Composition, D. C. Heath & Co.; DeHann, Cuentos Modernos, D. C. Heath & Co.; Valdes, La Hermana Suplicio, Henry Holt & Co.; Tres Comedias Modernas, Henry Holt & Co.; Gutierrez, El Trovador, D. C. Heath & Co.

## LIBRARY

### Miss Wright

The Library occupies two large well-lighted rooms on the first floor of the Main Building with an adjoining room used for current periodicals and newspapers. There are at present about 7,000 volumes, including government documents and a collection of children's books at the Training School. The Dewey classification is followed and a card catalog makes the material more accessible.



STAGE IN AUDITORIUM



BIOLOGICAL LABORATORY



**Library Instructions**—The object of this course is to familiarize students with the use of books and libraries, with special work for the Senior class on the formation of a school library.

**First Year**—Structure and printed parts of the book. Classification and arrangement of the library. Use of card catalog. Encyclopedias and dictionaries.

**Second Year**—Periodicals and periodical indexes. Reference books.

**Seniors**—Buying and selecting books with special reference to children's literature. Government documents. Some lessons to give to children on the use of books. The school library.

The following periodicals are regularly received, and many of them are bound and shelved for reference purposes: American schoolmaster, Advocate of peace; American botanist; American boy; American carpenter and builder; American city; American educational review; American Geographical Society bulletin; American historical review; American journal of archaeology; American journal of philology; American Library Association booklist; American magazine; American physical education review; American political science review; American school board journal; Annals of the American academy; Arizona; Army and navy register; Atlantic monthly; Boston cooking school magazine; Breeder's gazette; Catholic educational review; Century; Classical journal; Classical philology; Classical review; Classical weekly; Concrete-cement age; Craftsman; Cumulative book index; Current events; Dial; Edinburgh review; Education; Educational bi-monthly; Educational review; Electrical world; Elementary school teacher; Engineering magazine; Etude; Forum; Good housekeeping; House beautiful; Independent; International studio; Journal of educational psychology; Journal of geography; Journal of geology; Journal of home economics; Journal of philosophy, psychology and scientific methods; Keramic studio; Library journal; Literary digest; Machinery, Shop ed.; Manual training magazine; El mundo ilustrado; Musician; Nation; National geographic magazine; National guard magazine; Nature; N. Y. teacher's monographs; North American review; Outlook; Pedagogical seminary; Plant world; Political science quarterly; Popular mechanics; Popular science monthly; Psyche; Psychological clinic; Psychological review and bulletin; Public speaking review; Reader's



guide to periodical literature; Review of reviews; St. Nicholas; School arts book; School music; School review; School science and mathematics; Science; Scientific American and Supplement; Sierra educational news; Survey; System; Vocational education; World's work; Youth's companion.

## ATHLETICS

The games, exercises and various phases of this work are of such a nature that both girls and boys may participate in some form of exercise and all students are urged to take an active part. The athletic training is under the personal charge of regular members of the faculty. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student," and stand as prizes to be contended for annually by the various classes in track, tennis, and basket ball.

Athletics has attained such success and has assumed so much importance in this institution that the Board of Education has deemed it expedient to place all athletics in charge of a man especially qualified for this work, and with this object in view an Athletic Director has been secured for next year who will have sole charge of all athletics and who will devote almost his entire time to this work. He is an athlete himself of very high rank, with exceptionally good training and who has had excellent advantages and held a prominent place in Eastern athletic circles.

**Tennis**—Several splendid courts—the best in the State—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year. Each year inter-class tournaments are held. This is the one branch of athletics that can and does do the most for class spirit. In addition to the inter-class matches an annual tournament is held, wherein the most prominent schools of this part of the state take part.

**Girls' Basket Ball**—The young women maintain a basket ball association whose purpose is the amusement and recreation afforded by wholesome outdoor exercise. During the fall five teams are organized, one from each class, and

these teams play a series of twenty games for the possession of the silver cup offered by the "Student." The exercise is not confined to these teams, however, for each class usually organizes at least two teams, so that the work is open to all who wish to play, and each year from sixty to a hundred girls enjoy the physical benefits of this fine game. In addition to the inter-class games a limited number of match games are played with teams from other schools. Two fine courts are kept in first class condition, being well laid out and surrounded with wire netting, which reduces to a minimum the loss of time due to the ball going out of bounds. The work is under the direct supervision of a member of the faculty, who guards against over-exertion on the part of untrained players and regulates the amount of exercise according to the strength and physical condition of the individual.

**Boys' Basket Ball**—During the fall the interest of the young men, in so far as athletics is concerned, centers upon basket ball which is played out of doors. Several match games are played with teams from other institutions.

**Track**—An excellent form of athletics for the reason that it affords an opportunity for training to every student who desires exercise. The Normal School is a member of the Valley League Athletic Association, which conducts annual track meets. The Normal School easily won the championship in this league last year. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. There is a fine track on the campus for distance events, and a 220-yard straight-away course for sprints. Suitable apparatus for all standard events has been purchased and all young men are urged to enter this field of athletics.

**Baseball**—This, the greatest of all the American games, is better supported by the student body than any other form of athletics. Every boy hails the time when the baseball season opens. The Normal diamond, located on the campus, is reputed to be the finest in the State. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies. The Normal boys won the Republican cup in 1912 and 1913. When this is won one more year by the Normal it becomes their permanent possession.

## Special Information

**Literary Societies**—Every student of the Normal School may avail himself of membership in one or the other of the literary societies that are maintained by the student body. There are at present three of these organizations, meeting either weekly or bi-weekly. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, and to develop ease and facility in public speaking. Participation in the work of these organizations is considered an important part of the regular work of the school. A member of the faculty is detailed for each society to act as critic and to give assistance and advice when required. The members of all societies receive individual aid and instruction from the instructor in oratory, who devotes a portion of each week to this special work. Members of the faculty are honorary members of all three societies.

The societies are as follows:

**Athenian Debating Club**—The oldest literary organization in the institution consists of a group of young men who meet every Wednesday evening for the purpose of debate. Subjects are selected from current affairs, the large number of magazines and bound periodicals now in the possession of the school offering a good opportunity for the preparation of briefs. Two public debates were given during the year, and the work throughout was characterized by energetic and efficient administration.

**Kalakagathia**—This society has a membership of twenty-five young women. Vacancies made by the Seniors are filled from the various classes of the school. During the past year an interesting study of the short story has been made. Type stories were read or given by synopsis and discussed from the point of view of technique, literary style, and thought expressed. Four social meetings were held during the year, one of these being in honor of the other societies in the school and another for Kalakagathia's alumnae members.

**Zetetic Society**—An organization consisting of twenty-five young women. During the past year meetings were held weekly. Some debating was carried on, but the major part of the work was devoted to a study of different nations, their literature, art, history, commercial and geographical

features. About six members usually appeared upon the program. All work was done extemporaneously and aimed at the development of ease and facility in expression. Criticisms upon the appearance of each member were given by the monitor.

**The Normal Debating Society**—The need for a new literary society occasioned by the increasing number of young men, was met by the creation of this organization in the early part of last school year. The line of work taken up has been debate, together with study and practice of parliamentary law. Their work from the start has been characterized by earnestness and enthusiasm. Both in social entertainment and in inter-society debate, they have been able to demonstrate their ability to meet the high standard already set by the older organizations.

### **“THE STUDENT”**

“The Tempe Normal Student” is a weekly paper published by the students of the Normal. Its chief purpose is to give the students practical work in writing and it is thought that this purpose is best fulfilled by writing up the daily activities of the school life with which the students are perfectly familiar and of which they are a part. Essays and stories submitted in the department of English either as a part of the regular work or in competition for the prizes and medals offered for this kind of work frequently find publication in the paper. In this way the paper becomes a stimulus not only to the student life of the school, but also to the interest in English work. The paper, however, is a student publication, and the students are responsible for its coming out.

For the past five years the “Student” has offered two medals to the pupils of the Arizona High Schools to be competed for in a declamatory contest held at Tempe in March.

### **LECTURE AND ENTERTAINMENT COURSE**

This course has become an established feature of school events, is popular and instructive, the various numbers looked forward to from time to time with interest and keen anticipation by our students, who patronize the enterprise freely, and the townspeople without whose co-operation it would be impossible to present so many expensive attractions.

Last year (1913-1914) were presented Packard, cartoonist; Wood, scientific demonstrator; Palmetto, tenor, and



Bruhl, pianist; Search, violin-cellist, and Chapman, pianist; The Zoellner String Quartette; Leon Rice, tenor; and Mrs. Chilton, monodramist.

The above program, as may readily be seen, contains material to suit almost every taste and it is the aim of the committee in charge to continue this policy.

For next year (1914-1915), they have engaged only a part of the Course to date as follows: Chancellor George H. Bradford, lecturer; The Raweis, native New Zealanders, presenting in music, song and story a most unique and fascinating portrayal of native life in the South Sea Islands, with a superb setting of primitive costumes, curios and scenery; Halwood Robert Manlove, the man of many faces and an entertainer of rare ability; and the Kellogg-Haines Singing Party. This organization presents a program of selections from the best known grand operas, light operas and from other musical literature.

These four numbers were secured from Redpath Lyceum Bureau which is a guarantee of certainty of appearance and high standing. The other numbers, probably seven in all, will be announced later.

### VISITORS

Visitors are welcome at all times, and educators and clergymen are especially invited to visit the school in all its departments. The faculty is always pleased to make the acquaintance of the parents of the students and to have them make a personal inspection of the school and its work. Visitors will find the entire student body assembled each morning session from 9:00 to 9:15 o'clock, mountain time. The people of Arizona are urged to recognize the fact that the Normal School belongs to them, and that the management always appreciates their interest and good will. It is well recognized that their visitors are a valuable stimulus to faculty and students alike.

**Appointment of Students**—Every member of the House and Senate of the Legislative Assembly of Arizona is authorized by law to nominate a student biennially to the Normal School. For sixty days after the qualification of the member, preference is to be shown students from the county which the member represents. After this time in case no student has accepted the nomination, a student from any other county may be named. No tuition is charged students nominated under this provision but no student is exempt from the payment of the annual registration fee of \$5.00.

It is greatly to be desired that the members of the legislature, the County Superintendents, and all others who are interested in supplying the schools with well educated and properly trained teachers should recommend to this school students who desire to become teachers and who give promise of attaining success in this profession.

### ASSISTANCE AND PRIZES

The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the Seniors, yet any student of the Tempe Normal School can, at the recommendation of the faculty, draw upon it as a loan.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The Moeur pin, also offered by Dr. B. B. Moeur, is awarded to the student who is considered the best teacher in all respects; teaching in the training school, professional spirit shown, and work done in professional courses. The student must have attended the Tempe Normal School for at least two years, and the work for which the pin is awarded must have been completed within the two years directly preceding the graduation. The winning of this pin is one of the highest recommendations that a student may secure.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter as well as the treatment must be original.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debate.

## THE ALUMNI ASSOCIATION

This association now numbers 604 members. It holds two regular meetings each year and an annual banquet. It is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the State is already plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates and to render them professional assistance as far as possible. The association is a valuable means toward this end. The principal desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. A mistake of any kind in the Alumni Register will be cheerfully corrected as soon as attention is called to it.

## TEACHERS' BUREAU

Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the principal and members of the faculty find many opportunities of recommending teachers to good positions, and this they are always pleased to do as they feel that the service may be an advantage not only to the student, but to trustees and school officers as well. The principal of the school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of its students and alumni to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, the principal should be given a full and detailed statement of the requirements and conditions of the position.





CADET COMPANY



GYMNASIUM CLASS





TENNIS ( MENS' DOUBLES )



TENNIS ( MIXED DOUBLES )

# Register For 1913-1914

## NORMAL DEPARTMENT

|                                   |              |                         |                     |
|-----------------------------------|--------------|-------------------------|---------------------|
| Adams, Ellis A.....               | Dragoon      | Castle, Lionel .....    | Payson              |
| Aeppli, Lizetta .....             | Tempe        | Cauthen, John T.....    | Duncan              |
| Alexander, Enid H.....            | Tempe        | Cauthen, William .....  | Duncan              |
| Allen, Irene .....                | Tempe        | Celaya, Ida .....       | Tempe               |
| Anderson, Content .....           | Tempe        | Chancy, Floy .....      | Bisbee              |
| Anderson, Myrtle .....            | Tempe        | Chappelka, Ethel F..... | Ray                 |
| Arborn, Verda .....               | Bisbee       | Chilson, Edna L.....    | Tempe               |
| Aston, Ella .....                 | Garces       | Chilson, Wilmerth ..... | Tempe               |
| Augustine, Clara.....             | Stoddard     | Clark, Blanche I.....   | Tempe               |
| Austin, Beulah .....              | Tempe        | Clark, Myrtle .....     | Tempe               |
| Baker, Mrs Clara O.....           | Tempe        | Cochran, Medina M.....  | Bisbee              |
| Banks, Leon .....                 | Phoenix      | Cole, Lewis .....       | Tempe               |
| Barker, Blessie .....             | Feldman      | Cole, Lois .....        | Tempe               |
| Barkley, Ina E. ....              | Tempe        | Cole, Ruth M.....       | Tempe               |
| Barkley, Velma .....              | Tucson       | Cook, Eula .....        | Hayden              |
| Barlow, Georgia C. ....           | Tempe        | Corbell, Ethel .....    | Tempe               |
| Barnette, Nellie .....            | Tempe        | Cordes, Grace S.....    | Tempe               |
| Barry, John H. ....               | Phoenix      | Cordes, Minnie .....    | Tempe               |
| Barry, Nellie .....               | Glendale     | Corey, Isabel .....     | Somerton            |
| Baskett, Bonnie .....             | Peoria       | Crook, Lanier D. ....   | Tempe               |
| Bauer, Carrie A. ....             | Mesa         | Crook, Veiva .....      | Tempe               |
| Bauer, Marie .....                | Tempe        | Cummings, June .....    | Tempe               |
| Beardsley, Eunice .....           | Tucson       | Dains, Chas. H. Jr..... | Tempe               |
| Berry, Aida D. ....               | Dos Cabezas  | Dains, Ray C.....       | Tempe               |
| Berry, Emilia T. ....             | Dos Cabezas  | Davis, Emily M.....     | Phoenix             |
| Biggs, Frank .....                | Mesa         | Davis, Louesa .....     | Mesa                |
| Birdno, Belva A.....              | Solomonville | Deringer, Clinton ..... | Hayden              |
| Black, Ethel, Steeple Rock, N. M. |              | Diel, Roscoe .....      | Miami               |
| Blendinger, Katherine.....        | Phoenix      | Diamond, Sam .....      | Williams            |
| Blount, Alma .....                | Tempe        | Dines, Wiletta .....    | Tempe               |
| Blount, Marie C. ....             | Tempe        | Downs, Glenn L.....     | Wapello, Iowa       |
| Bloys, Lena F.....                | Tempe        | Dunagan, Ada C.....     | Tempe               |
| Bloys, William .....              | Tempe        | Duncan, Clara M.....    | Bisbee              |
| Boldman, Mona .....               | Liberty      | Dupuis, Jeannett .....  | Tempe               |
| Brack, Lelan .....                | Mesa         | Eckel, Grace G.....     | Simmons             |
| Bradford, Alice S.....            | Benson       | Eisenhart, John.....    | Pearce              |
| Brady, Forest .....               | Mesa         | Enderton, Herbert ..... |                     |
| Brass, Orson .....                | Gilbert      |                         | San Francisco, Cal. |
| Brooks, Bertina .....             | Phoenix      | Enderton, Otto.....     |                     |
| Brooks, Jennie Lee .....          | Phoenix      |                         | San Francisco, Cal. |
| Brooks, Nannie .....              | Phoenix      | Estrada, Isabel.....    | Tempe               |
| Brown, Jessie .....               | Globe        | Evans, Gladys M.....    | Parker              |
| Brunenkant, Edward .....          | Florence     | Everett, Grace .....    | Duquesne            |
| Burtis, Walker T. ....            | Phoenix      | Fay, Thelma .....       | Hayden              |
| Buse, Katherine .....             | Yuma         | Felch, Marie .....      | Phoenix             |
| Buzan, Clara .....                | Feldman      | Fitch, Gladys .....     | Servoss             |
| Burk, J. Irvin .....              | Tempe        | Flannigan, Thomas ..... | Globe               |
| Carr, Edna A.....                 | Tempe        | Fogal, Alta .....       | Tempe               |
| Carter, Georgia .....             | Walnut Grove | Fogal, Edythe .....     | Tempe               |
| Cartwright, Stella .....          | Phoenix      | Foster, Claude .....    | Pima                |
| Casanega, Emma .....              | Calabasas    | Foster, Jack .....      | Pima                |

|                             |               |                              |                  |
|-----------------------------|---------------|------------------------------|------------------|
| Foster, Kate .....          | Safford       | Hosmer, Mercedes .....       |                  |
| Foushee, Alice .....        | Phoenix       | Palives de Nacozari, Sonora, |                  |
| Fowler, Mildred I. ....     | Nogales       | Mexico.                      |                  |
| Fram, Ray .....             | Glendale      | Houck, Martha B. ....        | Cave Creek       |
| Frank, Maggie .....         | Tempe         | Houck, Viola E. ....         | Safford          |
| Frank, Nellie E. ....       | Tempe         | Houston, Anne S. ....        | Globe            |
| Frizzell, Florence .....    | Tempe         | Houston, May .....           | Globe            |
| Fuller, Ralph .....         | Gilbert       | Hudlow, Grace .....          | Tempe            |
| Gilliland, Edna .....       | Tempe         | Imes, Isaac .....            | Mesa             |
| Gill, Frederica .....       | Globe         | John, Jennaveve .....        | Lowell           |
| Glissan, Gladys .....       | Nogales       | Johnston, Dorothy .....      | Tempe            |
| Glynn, April .....          | Tempe         | Johnston, Helen I. ....      | Tempe            |
| Goodwin, Leona .....        | Tempe         | Johnston, Janet L. ....      | Tempe            |
| Gorrell, Pearl M. ....      | Phoenix       | Jones, Leona .....           | Tempe            |
| Goulette, Fred .....        | Tempe         | Jones, Maurice .....         | Tempe            |
| Grable, Dorothy .....       | Phoenix       | Jund, Trinidad .....         |                  |
| Granger, Agnes .....        | Phoenix       | Los Angeles, Cal.            |                  |
| Graham, May .....           | Odessa, Texas | Kempf, Annie .....           | Benson           |
| Green, Frances .....        | Roosevelt     | Knight, Alice E. ....        | Kelvin           |
| Greene, Carrie B. ....      | Phoenix       | Krichbaum, Helen .....       | Morenci          |
| Greenburg, Wm. ....         | Douglas       | Landers, May R. ....         | Turner           |
| Griffin, Arthur .....       | Selby, S. D.  | Laney, Grant .....           | Mesa             |
| Griffin, Clifford .....     | Tempe         | Laney, Mabel .....           | Mesa             |
| Griffen, Horace .....       | Tempe         | Lassator, Laura .....        | Safford          |
| Griffin, Mary E. ....       | Tempe         | Latham, Mrs. Mabel H. ....   | Phoenix          |
| Griffing, Mrs. J. B. ....   | Tempe         | Latta, Nellie B. ....        | Des, Moines, Ia. |
| Haigler, Eva .....          | Tempe         | Lee, Hazel .....             | Phoenix          |
| Haigler, Ruby .....         | Tempe         | Lemons, James .....          | Pearce           |
| Haisley, Ruth .....         | Prescott      | Lemons, Paschal .....        | Pearce           |
| Halbert, Creelie E. ....    | Tempe         | Lewis, Mabel .....           | Prescott         |
| Hall, Louis F. ....         |               | Lloyd, Francis .....         | Morenci          |
| Niagara Falls, N. Y.        |               | Lockett, Nettie .....        | Phoenix          |
| Hamilton, Effie E. ....     | Cochise       | Lockett, Virginia .....      | Phoenix          |
| Hansen, Amy .....           | Chandler      | Lucid, Katherine .....       | Phoenix          |
| Hansen, Lena A. ....        | Chandler      | MacLennan, Kenneth .....     | Tempe            |
| Hanson, Lucy .....          | Tempe         | Maier, Lewis B. ....         | Benson           |
| Hansen, Ora .....           | Chandler      | Manley, Mildred M. ....      | Tempe            |
| Harman, Marie R. ....       | Benson        | Marshall, George .....       | Pima             |
| Harmer, Lillian .....       | Tempe         | Martin, Beryl .....          | Phoenix          |
| Harris, Augusta M. ....     | Tempe         | Martin, Irene .....          | Duncan           |
| Harrison, Mary G. ....      | Duquesne      | Martenez, Carmela .....      | Tempe            |
| Hartranft, Wm. G., Jr. .... | Phoenix       | McComb, Nora .....           | Wilcox           |
| Hathaway, Nellita .....     | Nogales       | McComb, Robert .....         | Glendale         |
| Haulot, Emily .....         | Tempe         | McCoy, Robert .....          | Glendale         |
| Haulot, Helen M. ....       | Tempe         | McCray, Letha .....          | Galena, Okla.    |
| Hensgen, Alice R. ....      | Tempe         | McCreary, Aaron H. ....      |                  |
| Hensley, Nora .....         | Glendale      | Vera, Sask., Canada          |                  |
| Higgins, Rena .....         | Feldman       | McDonough, Anna .....        | Tempe            |
| Hilbers, Ida .....          | Tempe         | McDougall, Elva .....        | Morenci          |
| Hilbers, Leonard .....      | Tempe         | McGinty, Mary M. ....        | Duncan           |
| Hileman, Wm. J. ....        | Pearce        | McGuigan, Mamie .....        | Wilcox           |
| Hodnett, Mary Erina. ....   | Tempe         | McIlmoil, Lucy .....         | Phoenix          |
| Hodnett, Geraldine H. ....  | Tempe         | McKeen, Elizabeth .....      |                  |
| Holcomb, Gladys .....       | Benson        | Leadville, Colo.             |                  |
| Hopkins, Verna .....        | Ray           | Millett, Hazel .....         | Mesa             |
| Hopkins, Wm. D. ....        | Ray           | Mills, Agnes .....           | Cashion          |



|                             |                     |                            |                   |
|-----------------------------|---------------------|----------------------------|-------------------|
| Moeur, Sidney B.....        | Tempe               | Rogers, Anna .....         | Tempe             |
| Monroe, Ruth .....          | .....               | Rogers, Louesa.....        | Mesa              |
| .....                       | Bakersfield, Calif. | Rohrig, Susie .....        | Tempe             |
| Moody, Hazel .....          | Thatcher            | Rosenberger, Ada E.....    | .....             |
| Moody, Marguerite .....     | Douglas             | .....                      | Long Beach, Cal.  |
| Morden, Amelia .....        | Phoenix             | Ross, James .....          | Phoenix           |
| Moss, Bryan W.....          | Tempe               | Ross, Wilbur .....         | Queen Creek       |
| Moss, Florence .....        | Tempe               | Rouse, Michael .....       | Sanorth           |
| Motes, Alva .....           | Fort Thomas         | Rowand, Cecile .....       | Tempe             |
| Mullen, Cecile .....        | Tempe               | Ruderman, Minnie.....      | Tempe             |
| Mumford, Helen .....        | Mesa                | Russell, Ernest .....      | Safford           |
| Munro, Irene E.....         | Douglas             | Salmons, Flora .....       | Tempe             |
| Murchison, Aleph .....      | Tempe               | Sampson, Margaret.....     | Garces            |
| Murchison, Gladys .....     | Tempe               | Sanders, Carrie .....      | Mesa              |
| Murillo, George Savas.....  | Metcalf             | Sandige, J. R.....         | Phoenix           |
| Mutch, Mrs. Nancy E.....    | .....               | Sandoz, Gillian .....      | Tempe             |
| .....                       | Wapello, Iowa       | Sandoz, Hazel .....        | Tempe             |
| Nelson, Eugenia H.....      | Tempe               | Sandoz, Vernice.....       | Tempe             |
| Nelson, Lucile M.....       | Tempe               | Schoshusen, Hortense ..... | Tempe             |
| Newcomer, Margaret .....    | Phoenix             | Schoshusen, John H. E..... | Tempe             |
| Newton, Harry .....         | Tempe               | Schoshusen, Lena .....     | Tempe             |
| Nicholson, Marshall .....   | Wilcox              | Schultz, Rosa F.....       | Florence          |
| Opie, Bessie May.....       | Globe               | Seals, Irvin .....         | Tempe             |
| Orduno, Rachel .....        | Tempe               | Seals, Neva .....          | Tempe             |
| Oviedo, Margaret .....      | Tempe               | Shill, Otto .....          | Mesa              |
| Oviedo, Rose .....          | Tempe               | Shott, Ruby .....          | Phoenix           |
| Owenby, Birdie .....        | Sedona              | Simmons, Linton .....      | Tempe             |
| Parks, Leo .....            | Globe               | Simpkins, Hazel E.....     | Phoenix           |
| Pendergast, Clarence C..... | Phoenix             | Simpson, Ella L.....       | .....             |
| Pendergast, Ralph .....     | Phoenix             | .....                      | Marathon, Texas   |
| Perrigo, Wenonah .....      | .....               | Simpson, Grace.....        | .....             |
| .....                       | Fremont, Neb.       | .....                      | Marathon, Texas   |
| Peters, Vernon .....        | Tempe               | Smith, Berenice Ethel..... | Phoenix           |
| Peterson, Lucile .....      | Mesa                | Smith, Edna .....          | Tempe             |
| Phillips, Celestine .....   | Hayden              | Sneed, Ella .....          | Hereford          |
| Pinson, Margaret.....       | .....               | Spangler, Lola .....       | Tempe             |
| .....                       | San Diego, Cal.     | Spangler, Lulu .....       | Tempe             |
| Pitts, Harvey.....          | Ash Fork            | Spikes, Albert.....        | Douglas           |
| Platt, Clara .....          | Safford             | Spikes, Grace E.....       | Douglas           |
| Powell, Ione .....          | Florence            | Spindle, Henry .....       | Naco              |
| Price, Mollie E.....        | Glendale            | Springer, Dorothy E.....   | Cashion           |
| Priest, Adele .....         | Yuma                | Springer, Edward .....     | Cashion           |
| Priest, Henry F.....        | Yuma                | Stabler, Ethel .....       | Phoenix           |
| Pritchard, Robert J.....    | Rice                | Stacy, Ethel .....         | Buckeye           |
| Quinn, Mabel .....          | Tempe               | Stacy, Maude V.....        | Buckeye           |
| Raney, Vivian .....         | Phoenix             | Standage, Glenn R.....     | Mesa              |
| Radley, Mary A.....         | Jerome              | Stafford, Clara .....      | Bowie             |
| Rankin, Ella .....          | San Diego, Cal.     | Stephens, Charles S.....   | Douglas           |
| Rankin, Myrtle .....        | Duquesne            | Stephens, Claribel M.....  | .....             |
| Reasonover, Eileen.....     | Benson              | .....                      | Fort Thomas       |
| Redden, Irene .....         | Tempe               | Stephens, Mabel.....       | .....             |
| Redden, Susie .....         | Tempe               | .....                      | Los Angeles, Cal. |
| Roberts, Elizabeth .....    | Tempe               | Stephens, Marguerite.....  | .....             |
| Roberts, Helen M.....       | Winkelman           | .....                      | Los Angeles, Cal. |
| Roberts, Lester B.....      | Palo Verde          | Stratton, Ernestine .....  | Hayden            |
| Roberts, Roach .....        | Palo Verde          | Strong, Rhoda .....        | Tempe             |
| Robinson, Dorothy F.....    | Chandler            | Stroud, Maud .....         | Tempe             |



|                        |              |                            |              |
|------------------------|--------------|----------------------------|--------------|
| Sturgeon, Beulah ..... | Tempe        | Wendel, Helen L.....       | Mesa         |
| Tannehill, Fern .....  | Phoenix      | Wesson, Edith .....        | Tempe        |
| Thiel, Alice .....     | Tombstone    | White, Elvin .....         | Tempe        |
| Tompkins, Hazel .....  | Phoenix      | White, Garland .....       | Tempe        |
| Tucker, Myrtle .....   | Tempe        | Wickliffe, Winnie .....    | Tempe        |
| Turner, Ethel M.....   | Tempe        | Wiggs, Vera .....          | Phoenix      |
| Turner, Jewel .....    | Elgin        | Wilcox, Merle F.....       |              |
| Turner, Miriam.....    |              | Cananea, Sonora, Mex.      |              |
| Elizabethtown, N. M.   |              | Wilkey, Vera .....         | Phoenix      |
| Turner, Myrtle .....   | Tempe        | Wilson, George A.....      | Duncan       |
| Turner, Stella .....   | Elgin        | Wilson, Mary J.....        | Duncan       |
| Torbert, Rex .....     | Hayden       | Wilson, Maude A.....       | Solomonville |
| Walker, Gladys L.....  | Nogales      | Wilson, Sarah .....        | Safford      |
| Walker, Marjorie ..... | Tempe        | Wilson, Sylvia .....       | Duncan       |
| Wanamaker, Ruby.....   | Kline, Colo. | Windham, Bessie.....       | Duncan       |
| Ware, Beulah J. ....   | Chandler     | Wingfield, Mary .....      | Jerome       |
| Ware, Pauline .....    | Chandler     | Wixom, Rosalind .....      | Thatcher     |
| Warner, Edith M.....   | Tempe        | Wohlschlegel, Elizabeth... | Bisbee       |
| Warner, Grace .....    | Tempe        | Woods, Berenice .....      | Tempe        |
| Warren, Jennie .....   | Bisbee       | Woods, Laura H.....        | Globe        |
| Watkins, Ruth .....    | Douglas      | Woods, Russell .....       | Tempe        |
| Watson, Ernest .....   | Tempe        | Woelf, Ethel .....         | Scottsdale   |
| Webb, May .....        | Stoddard     | Wootan, Mrs. Hallie .....  | Tempe        |
| Webb, Norma .....      | Roosevelt    | Wootan, John L.....        | Tempe        |
| Wedgeworth, Ada ....   | Palo Verde   | Zimmerman, Erdene .....    | Tempe        |
| Wedgeworth, Lulu.....  | Palo Verde   | Zimmerman, Erma .....      | Tempe        |
| Wells, Harriett I..... | Mayer        | Total Enrollment, 365.     |              |
| Wells, Lillian H.....  | Phoenix      |                            |              |

## ENROLLMENT TRAINING SCHOOL

|                               |                                      |
|-------------------------------|--------------------------------------|
| Acedo, Lauro                  | Moraga, Alejandra                    |
| Acedo, Lura                   | Moreno, Francisco                    |
| Albarez, Leobaldo             | Moss, Virginia                       |
| Albarez, Meregildo            | Mullen, Frances                      |
| Alexander, Cecil              | Mullen, Josephine                    |
| Alexander, Sadie              | Mullen, Kenneth                      |
| Allen, Bert                   | Mullen, Teddy                        |
| Allen, Kate                   | Nelson, Esther                       |
| Anguis, Amelia                | Nelson, Wallace                      |
| Anguis, Manuela               | Noriego, Clara                       |
| Arviso, Juano                 | Noriego, Lawrence                    |
| Arviso, Leonor                | Noriego, Lionel                      |
| Arviso, Rita                  | Noriego, Roy                         |
| Ashley, Alice                 | Ochoa, Eva                           |
| Ashley, Hower                 | Ochoa, Luz                           |
| Austin, Cedric                | O'Connor, Helen                      |
| Austin, Elsie                 | O'Connor, John                       |
| Austin, Harold                | Orta, Daniel, Phoenix                |
| Backstein, Milton, Ray, Ariz. | Ortea, Ramon                         |
| Backstein, Ricka, Ray, Ariz.  | Ovieda, Susie                        |
| Baker, Elizabeth              | Palomino, Josefa                     |
| Baker, Jack                   | Palomino, Juana                      |
| Baldwin, Benjamin             | Parmer, Gertrude                     |
| Baldwin, Dorothy              | Parmer, Inez                         |
| Barnett, Wayland, Chandler    | Parr, Patrick, Phoenix               |
| Basquez, Cruse                | Patton, Edgar                        |
| Basquez, Pastora              | Patton, Howard                       |
| Bassett, Walter               | Perry, Cipo                          |
| Beltran, Beatrice             | Perry, Walter                        |
| Benetes, Alfredo              | Perry, Wesley                        |
| Benetes, Angelita             | Powell, Lucas, Los Angeles           |
| Benetes, Pedro                | Quegues, Frank                       |
| Bloys, Beulah                 | Redden, Lela                         |
| Blunet, Henrietta, Bisbee     | Rhymer, Floyd                        |
| Brown, Minnie                 | Rhymer, Nellie                       |
| Butterworth, Joseph           | Rhoridiguez, Manuel                  |
| Carpenter, Helen, Prescott    | Redge, Herbert                       |
| Carroll, Geraldine            | Robbins, Dick                        |
| Carr, Edward                  | Roberts, Henrietta                   |
| Carter, Clay                  | Roberts, Lillian                     |
| Casner, Howard                | Robles, Eva                          |
| Casner, Winona                | Ruiz, Natalia                        |
| Chancey, Lula, Bisbee         | Sanders, Carmen, San Blas,<br>Mexico |
| Chilson, Bert                 | Sanders, Ella, San Blas, Mex.        |
| Chilson, Warren               | Sanders, Helen, San Blas,<br>Mexico  |
| Chisholm, Edwin               | Sanders, Mamie, San Blas,<br>Mexico  |
| Chisholm, Josephine           | Sarrategui, Louisa                   |
| Clark, Kenneth                | Sarrategui, Lupe                     |
| Cole, Benjamin                | Sibley, Rupert, Copper Creek         |
| Cole, Emma                    | Smith, Cecil                         |
| Cole, William                 | Smith, Ida                           |
| Contrares, Felista            | Smith, Ira                           |
| Corbell, Beulah               |                                      |
| Crook, Alta                   |                                      |
| Davenport, Bailey             |                                      |

|                           |                            |
|---------------------------|----------------------------|
| Davenport, Lewis          | Smith, William             |
| Donaldson, George         | Sneed, Edward              |
| Donaldson, Una            | Springer, Carroll, Phoenix |
| Donaldson, William        | Soza, Enrique              |
| Dunn, Clarence            | Soza, Reynaldo             |
| Edwards, Beulah           | Satello, Edith             |
| Elias, Irene              | Stephens, Carl             |
| Enrique, Carmelita        | Stephens, Harold           |
| Escalante, Mary           | Stephens, Harry            |
| Felton, James             | Teeter, Helene             |
| Fisher, Marie             | Teeter, Ronald             |
| Fisher, Myrtle            | Turner, Paul               |
| Fisher, William           | Uvez, Carmen               |
| Flores, Dora              | Uvez, Elias                |
| Flumerfelt, Helen         | Uvez, Frances              |
| Flumerfelt, Percy         | Uvez, Tobias               |
| Ford, Nora                | Valencia, Maria            |
| Frizzell, Stella          | Valencia, Petra            |
| Geibel, Charlie           | Walters, Norman            |
| Geibel, William           | Wanamaker, Alma            |
| Godfrey, George           | Warner, Ruth               |
| Godfrey, Leona            | Warner, Sam                |
| Goodwin, Gordon           | Wells, Estella             |
| Green, Frederico          | Wells, Jessie              |
| Griffin, Edwin            | White, Irvail              |
| Griswold, Aileen, Nogales | Williams, Hazel            |
| Haulot, Alfred            | Williams, Myrtle           |
| Haulot, Gertrude          | Williams, Reba             |
| Hilbers, Cecil            | Williams, Rhea             |
| Hudlow, Floyd             | Williams, Susie            |
| Imperial, Mercedes        | Windes, Harold             |
| Johnston, Miriam          | Windes, Nora               |
| Jones, Gertrude           | Woelfle, Joe               |
| Manuel, Mabel             | Woolf, Harold              |
| Manuel, Marie             | Woolf, Ruth                |
| Martin, Ruby              | Workman, Mildred           |
| Matley, Welcome           | Wright, Sudie              |
| Mayhew, Viola             | Zimmerman, Wesley          |
| Miller, Leland            | Total enrollment 184       |

## SUMMARY OF REGISTRATION

|                                        |     |
|----------------------------------------|-----|
| Normal School .....                    | 365 |
| Training School .....                  | 184 |
| Total Enrollment both departments..... | 549 |

# Alumni Register

## CLASS OF 1887

| Name                                                   | Address             |
|--------------------------------------------------------|---------------------|
| Etta Bromell (Mrs. J. Webster Johnson).....            | Los Angeles, Cal    |
| Georgia A. Holmesley.....                              | Clifton             |
| Reese M. Ling (District Attorney, Yavapai County)..... | Prescott            |
| Colonel J. H. McClintock.....                          | Postmaster, Phoenix |
| *Gertrude Pomeroy.....                                 |                     |

## CLASS OF 1888

|                                         |       |
|-----------------------------------------|-------|
| Kate Cummings (Mrs. Fisher Bailey)..... | Tempe |
| *Martha Sears.....                      |       |
| Henry Q. Robertson .....                | Mesa  |

## CLASS OF 1890

|                                       |       |
|---------------------------------------|-------|
| Nanna Brown (Mrs. John Knight).....   | Tempe |
| Lena Coughran (Mrs. J. M. Sears)..... | Tempe |

## CLASS OF 1891

|                                             |                   |
|---------------------------------------------|-------------------|
| Lee Gray, LL.B (Yale, 1893) (Attorney)..... | Los Angeles, Cal. |
| Josephine Frankenberg.....                  | Tempe             |

## CLASS OF 1892

|                                            |                   |
|--------------------------------------------|-------------------|
| Lillian J. McAllister.....                 | Los Angeles, Cal. |
| Victoria B. Shaw (Mrs. Geo. K. Smith)..... | Tucson            |

## CLASS OF 1893

|                                                       |                     |
|-------------------------------------------------------|---------------------|
| Mamie Anderson (Mrs. J. E. Boyd).....                 | Wickenburg          |
| Agnes Halbert .....                                   |                     |
| W. I. Melton.....                                     | Toluca, Cal.        |
| Lidia Rembert.....                                    | San Francisco, Cal. |
| Addine Bury (Mrs. Ida Reedy).....                     | Berkeley, Cal.      |
| Mary Wingar (Mrs. Harry Archbald).....                | Pasadena, Cal.      |
| Chas. C. Woolf, LL.B. (Univ. of Col.) (Attorney)..... | Tempe               |

## CLASS OF 1894

|                                                     |                     |
|-----------------------------------------------------|---------------------|
| Myrtle Alpin (Physician at Napa Insane Asylum)..... |                     |
| .....                                               | East Highland, Cal. |
| Joseph T. Birchett (Mayor).....                     | Tempe               |
| Addine Bury (Mrs. Ira Reedy).....                   | Berkeley, Cal.      |
| Nettie Clay (Mrs. Ashby Hawes).....                 | Tempe               |
| Agnes Dobbie (Mrs. J. D. Loper).....                | Phoenix             |
| Allie Gray (Mrs. Joe Sparks).....                   | El Paso, Texas      |
| Leroy F. Hill.....                                  | Birmingham, Ala.    |
| Mary E. McNeill.....                                | Tempe               |
| John Metz.....                                      | Tucson              |



| Name                                 | Address                   |
|--------------------------------------|---------------------------|
| Rosina Pomeroy (Mrs. Adam R. Brewer) | Safford                   |
| Blanche Newell (Mrs. S. L. McArthur) | Los Angeles, Cal.         |
| Ella Sanders (Mrs. Louis Cordon)     | Dublin, Chihuahua, Mexico |
| Anna R. Stewart                      | Tempe                     |
| Ida M. Woolf (Mrs. A. J. O'Connor)   | Tempe                     |

## CLASS OF 1895

|                                                   |                |
|---------------------------------------------------|----------------|
| Mariam Anderson (Mrs. H. B. Davenport)            | Swansea        |
| John R. Birchett                                  | Tempe          |
| John J. Carroll                                   | Tempe          |
| Carrie Culver                                     | Corona, Cal.   |
| Lottie Gibson (Mrs. R. L. Mullen)                 | Tempe          |
| Allie Holmesley (Mrs. Josiah Williams)            | Pima           |
| J. Wallace Morse                                  | St. Louis, Mo. |
| Chas. P. Mullen                                   | Tempe          |
| Roscoe Walsworth, LL.B. (Harvard University, '05) |                |

35 Orchard St., Revere, Mass.

|                                        |              |
|----------------------------------------|--------------|
| Maude J. Welcome (Mrs. Hudson Searles) | Tucson       |
| *Bertha Wilson (Mrs. J. Oscar Mullen)  |              |
| E. Stanley Windes (Mrs. W. H. Beymer)  | Labam, Wash. |

## CLASS OF 1896

|                                            |                   |
|--------------------------------------------|-------------------|
| *J. Lawrence Abell                         |                   |
| Nellie C. Culver (Mrs. Roy Frankenberg)    | Imperial, Cal.    |
| Don J. Frankenberg                         | Tempe             |
| Nott E. Guild                              | Red Rock          |
| Florence G. Hanna (Mrs. J. B. Flummerfelt) | Tempe             |
| Carl T. Hayden (U. S. Congressman)         | Washington, D. C. |
| Jane M. Hedgepeth (Mrs. J. E. Tannehill)   | Phoenix           |
| Lewis G. Hedgepeth                         | Phoenix           |
| Georgia A. Hendrix (Mrs. L. C. Austin)     | Tempe             |
| *Amina W. McNaughton (A.B. 1898)           |                   |
| Deborah L. Morris (Mrs. Doane Merrill)     | San Diego, Cal.   |
| Bertha M. White (Mrs. Reese)               | Bisbee            |
| Julia R. Nichols (Mrs. C. B. Calhoun)      | Tempe             |
| Roy Frankenberg                            | Imperial, Cal.    |

## CLASS OF 1897

|                                            |                   |
|--------------------------------------------|-------------------|
| May A. Austin (Mrs. William M. Goodwin)    | Tempe             |
| Julius G. Hansen                           | Los Angeles, Cal. |
| Adele Hauxhurst                            | Redondo, Cal.     |
| May C. Huffer (Mrs. Bondhower)             | Globe             |
| Jane P. Martin (Mrs. Verner A. Vanderhoof) | Scottsdale        |
| Ana M. Miller (Mrs. Raub)                  | Phoenix           |
| *Clara M. Miller (Mrs. Z. M. Zander)       |                   |

\*Deceased.



ZETETIC LITERARY SOCIETY



KALAKAGATHIA LITERARY SOCIETY



ATHENIAN DEBATING CLUB



NORMAL DEBATING SOCIETY



| Name                                        | Address    |
|---------------------------------------------|------------|
| *Flora L. Mills.....                        |            |
| J. Oscar Mullen (Supt. of Schools).....     | Tempe      |
| Ada M. Peyton (Mrs. William Dodenhoff)..... | Phoenix    |
| Mary C. Robinson (Mrs. W. J. Bowen).....    | Mesa       |
| Lucy M. Schwarz.....                        | Mesa       |
| Addie Sirrine (Mrs. Ellis Johnson).....     | Mesa       |
| Verner A. Vanderhoof.....                   | Scottsdale |
| Walter A. Wilson.....                       | Phoenix    |
| Alice B. Windes.....                        | Flagstaff  |

## CLASS OF 1898

|                                             |                   |
|---------------------------------------------|-------------------|
| Edith R. Abell (Mrs. Drane).....            | Mesa              |
| Mary C. Bosbyshell (Mrs. Chas. Rhone).....  | Douglas           |
| Flora N. Cohn.....                          | Los Angeles, Cal. |
| *Elizabeth W. England.....                  |                   |
| Louis V. Gage (Mrs. Dennett).....           | Phoenix           |
| Una B. Hanna (Mrs. E. G. Decker).....       | Globe             |
| J. Wesley Hill.....                         | Phoenix           |
| Olive J. Maxwell (Mrs. C. A. Stewart).....  | Los Angeles, Cal. |
| Florence A. McKee (Mrs. Chas. Arnold).....  | Phoenix           |
| Julia E. Melton.....                        | Downey, Cal.      |
| Mary R. Moore (Mrs. J. T. Hood).....        | Bisbee            |
| Ethel M. Orme (Mrs. E. W. Lewis).....       | Phoenix           |
| Charlotte E. Perry (Mrs. Homer Reddin)..... | Long Beach, Cal.  |
| William R. Price.....                       | Phoenix           |
| Clyde A. Stewart.....                       | Phoenix           |
| Ida Warren Swigett (Mrs. Van Kirk).....     | Phoenix           |
| Walter H. Wilbur (Banker).....              | Tempe             |

## CLASS OF 1899

|                                                 |                      |
|-------------------------------------------------|----------------------|
| Garnett Allison.....                            | Mesa                 |
| Bessie Frances Archbald.....                    | Los Angeles, Cal.    |
| Eva L. Bowyer (Mrs. E. N. Jenkins).....         | El Paso, Texas       |
| Lutie Marion Carlyle.....                       | San Bernardino, Cal. |
| Nellie E. Clark (Mrs. A. M. Harmer).....        | Tempe                |
| Robert O. Duncan.....                           | Phoenix              |
| Inez B. Fisher (Mrs. T. A. Collins).....        | Phoenix              |
| Jessica Frazier.....                            | Denver, Colo.        |
| Martha Garnett.....                             | Phoenix              |
| Garfield A. Goodwin.....                        | Tempe                |
| Lena Rivers Hartsfield.....                     | Mesa                 |
| Ella Leota Hauxhurst (Mrs. Harry Galliver)..... | Phoenix              |
| Harry G. Hendrix.....                           | Globe                |
| Benjamin E. Hicks.....                          | Globe                |

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\*Deceased.



| Name                                         | Address           |
|----------------------------------------------|-------------------|
| Margaret Beatrice Hughes.....                | Tempe             |
| Frank R. Kellner (Mrs. J. Baxter Lewis)..... | El Paso, Texas    |
| D. Maude Lincoln (Mrs. A. C. Lockwood).....  | Douglas           |
| Alice A Morse.....                           | Seattle, Wash.    |
| Lillian A. Murray (Mrs. Irving Andrews)..... | Los Angeles, Cal. |
| Grace Newell (Mrs. Guy Collins).....         | Roosevelt         |
| Edna A. Ozanne (Mrs. Walter S. Wilson).....  | Phoenix           |
| L. Clay Henshaw (Mrs. Ed Bowers).....        | Phoenix           |
| Zebulon Pearce.....                          | Mesa              |
| *Minnie A. Perry (Mrs. Joe Bassett).....     |                   |
| Madge P. Richmond (Mrs. Oscar Roberts).....  | Phoenix           |
| Gilbert States, M. D.....                    | Franklin, Idaho   |
| Ida W. Temple (Mrs. E. C. Piper).....        | Douglas           |
| Ruby M. Tucker (Mrs. Chas. Woolf).....       | Tempe             |
| Lillian A Vaughn (Mrs. J. Dunbar).....       | Benson            |
| Emma Peyton (Mrs. Geo. Swindel).....         | Manila, P. E.     |
| Mary Malvina Wallace.....                    | Bisbee            |
| Veronica White (Mrs. A. M. Woods).....       | Bisbee            |
| Lulu Belle Wingar (Mrs. R. R. Root).....     | Pima              |

Owing to the action of the Board in extending the course of study, no class was graduated in 1900.

#### CLASS OF 1901

|                                                              |                  |
|--------------------------------------------------------------|------------------|
| Noble Carter.....                                            | Manila, P. I.    |
| Alice A. Fultz (Mrs. Archambeau).....                        | Prescott         |
| Alma Morgan Davis .....                                      | Mesa             |
| Dean Ely Goodwin.....                                        | Ann Arbor, Mich. |
| Minnie A. Hill (Mrs. J. A. Britz).....                       | Hayden           |
| Hattie M. Green (Mrs. Henry Lockett).....                    | Phoenix          |
| *Edna Lucy Greenleaf.....                                    |                  |
| Elizabeth India Hedgepeth (Mrs. James Monroe Ressinger)..... | San Diego, Cal.  |
| Josephine K. Hottinger (Mrs. Jessie Brunk).....              |                  |
| 709 Haight St., San Francisco, Cal.                          |                  |
| Perla E. Martin (Mrs. Ed Haldeman).....                      | Bisbee           |
| Eleanor Atlee Merriam (Mrs. Charles McDonald).....           | Phoenix          |
| Mary Emma McNulty.....                                       | Tempe            |
| Helen Marion Stewart (Mrs. Ellis Wilcox).....                | St. David        |
| Serretta Anne Sirrine (Mrs. Clarence Paddock).....           | Mesa             |
| Elizabeth Schwarz (Mrs. Jones).....                          | Mesa             |
| Charles Albert Stauffer.....                                 | Phoenix          |
| Ethel M. Wilbur (Mrs. W. Dorman).....                        | Mesa             |
| L. Grace Webb (Mrs. Philo Ozanne).....                       | Phoenix          |

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\*Deceased.

| Name                                    | Address                  |
|-----------------------------------------|--------------------------|
| CLASS OF 1902                           |                          |
| Alice B. Appleby (Mrs. H. Wagnon)       | Douglas                  |
| Rachel Brady (Mrs. Levi Walker)         | Tempe                    |
| Jessie F. Creager (Mrs. J. Kelly)       | Los Angeles, Cal.        |
| Florence C. Ford (Mrs. M. Tribby)       | Prescott                 |
| J. H. Gerard                            | San Francisco            |
| Leona L. Gibson                         | Whittier, Cal.           |
| Grace M. Godwin (Mrs. T. T. Waterman)   | 2213 Union St., Berkeley |
| Charles A. Haigler                      | Tempe                    |
| Victoria F. Harmon                      | Tempe                    |
| Leona M. Haulot                         | Tempe                    |
| Clara W. Johnson                        | Phoenix                  |
| D. D. Jones                             | Thatcher                 |
| Orren C. Jones                          | Mesa                     |
| Stella F. Ross (Mrs. M. P. Holliday)    | Mesa                     |
| Mary J. C. Snyder (Mrs. H. B. Kendrick) | Don Luis                 |
| Orpha C. Standage (Mrs. D. Babbitt)     | Mesa                     |
| Edith F. Stewart (Mrs. J. Lane)         | Bisbee                   |
| Harry R. Trusler, A. M.; LL. B.         | Gainesville, Fla.        |

## CLASS OF 1903

|                                                    |                 |
|----------------------------------------------------|-----------------|
| *Charles Alexander                                 |                 |
| Raymond H. Alexander                               | Tempe           |
| Elizabeth Cosner                                   | Tempe           |
| Alice Curnow                                       | Globe           |
| *E. Murray Curnow                                  |                 |
| Lelia Hicks (Mrs. Thomas Long)                     | Livingstone     |
| Rose Irene Hottinger (Mrs. J. M. Lindsey)          | Mesa            |
| Ida May Johnson (Mrs. Ira H. Frankenberg)          | Tempe           |
| *Emma Laura King (Mrs. Alma Davis)                 |                 |
| Mamie Gertrude King (Mrs. Joe Fitzgerald)          | Hayden          |
| Ina Lucinda Listerbarger (Mrs. J. Randolph Hamlin) |                 |
| Lynn M. Laney, LL.B., Stanford University          | Phoenix         |
|                                                    | Hawthorne, Cal. |
| Clarence Mark Paddock                              | Patterson, Cal. |
| George Reed                                        | San Diego, Cal. |
| Elmer F. Ruse                                      | Mesa            |
| Orrin L. Standage                                  | Phoenix         |

## CLASS OF 1904

|                                   |      |
|-----------------------------------|------|
| Deborah Allen                     | Mesa |
| Rebecca Allen (Mrs. O. A. Phelps) | Mesa |

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\*Deceased.

| Name                                       | Address            |
|--------------------------------------------|--------------------|
| Winnifred E. Allison.....                  | Globe              |
| Fannie Armitage (Mrs. L. D. Redfield)..... | Bensen             |
| Helen Axtell.....                          | Douglas            |
| Ernest Corbell.....                        | Los Angeles, Cal.  |
| Grace Culver (Mrs. W. W. Kressen).....     | Rialto, Cal.       |
| Lucy Cummings (Mrs. J. F. Warner).....     | Tempe              |
| Mabel Goldsworthy (Mrs. Fred Kenney).....  | Bisbee             |
| Alice Grier (Mrs. Marion Kays).....        | Richfield, Idaho   |
| Adelaide Kindred (Mrs. O. C. Fouse).....   | Phoenix            |
| Louise Lynd.....                           | Tempe              |
| Sallie Miller (Mrs. Paul Seitz).....       | Lardsburg, N. Mex. |
| Mary Millet (Mrs. Alma Davis).....         | Mesa               |
| Charlotte Mullen (Mrs. G. A. Goodwin)..... | Tempe              |
| Getha Munds (Mrs. A. A. Benedict).....     | Camp Verde         |
| Jennie Munds (Mrs. David Wingfield).....   | Camp Verde         |
| Della Penn.....                            | Santa Monica, Cal. |
| Ida Penn.....                              | Santa Monica, Cal. |
| Pansy Robbins (Mrs. H. H. Huffer).....     | Tempe              |
| *Marion Thomas .....                       |                    |
| Everett Wilbur.....                        | Mesa               |
| Maude Wilson.....                          | Tempe              |

## CLASS OF 1905

|                                             |                                                 |
|---------------------------------------------|-------------------------------------------------|
| Florence Armitage (Mrs. N. J. Roberts)..... | Los Angeles, Cal.                               |
| Jessie Blake (Mrs. Earl Brown).....         | Phoenix                                         |
| Jessie Clark.....                           | Benson                                          |
| Mattie Corbell (Mrs. Harry Brown).....      | Lathrop, Cal.                                   |
| Alice DeForest .....                        | Troy                                            |
| Nellie Duncan (Mrs. Everett Wilbur).....    | Mesa                                            |
| Frank Dykes.....                            | Clifton                                         |
| Alice Greenleaf (Mrs. Francis Byrne).....   | Florence                                        |
| Ione Greenleaf.....                         | Yuma                                            |
| Edgar Hendrix.....                          | Roundup, Mont.                                  |
| Frank Hough.....                            | Phoenix                                         |
| Alma Jones .....                            | Phoenix                                         |
| Laverna Lossing.....                        | Flagstaff                                       |
| Bertha Lyall.....                           | Phoenix                                         |
| Ina McComas.....                            | Phoenix                                         |
| Helen MacIntyre (Mrs. Horton Jones).....    | Clifton                                         |
| Mary Mullen (Mrs. Lynn Palmer).....         | Douglas                                         |
| Elma Pulsifer (Mrs. Cone Webb).....         | Phoenix                                         |
| Margaretha Schwarz.....                     | Mesa                                            |
| Harry Van Noate.....                        | Case School of Applied Science, Cleveland, Ohio |
| Vessa Wright (Mrs. Chas. Merrill).....      | Bisbee                                          |

\*Deceased.

Name

Address

## CLASS OF 1906

|                                           |                     |
|-------------------------------------------|---------------------|
| Laura Agnew.....                          | Clifton             |
| Mabel Anderson (Mrs. John F. Dooley)..... | Bracketville, Texas |
| Harry Brown.....                          | Lathrop, Cal.       |
| Mamie Cain.....                           | Prescott            |
| Clara Clem (Mrs. Norman P. Palmer).....   | Camp Verde          |
| Eula Clem (Mrs. W. H. Dougherty).....     | Wickenburg          |
| Delila Carrol (Mrs. W. F. Drew).....      | Mesa                |
| Maude Collins (Mrs. Elmer Redden).....    | Prescott            |
| Alma Cowen (Mrs. J. F. Tresler).....      | Hillyard, Wash.     |
| Iva Cox.....                              | Tausred, Ca.        |
| Olivia Doherty.....                       | Nogales             |
| Ethel Doherty.....                        | Nogales             |
| Harriet Gaddis (Mrs. S. T. Span).....     | Clifton             |
| Genevieve Gerald.....                     | Globe               |
| Ada Halderman.....                        | Dragoon             |
| Alma Harris (Mrs. Merton Stewart).....    | Mayer               |
| Hazel Hendrix (Mrs. C. Tillman).....      | Roundup, Mont.      |
| Alta Holmes.....                          | Phoenix             |
| Clifford Johnston.....                    | Tempe               |
| Bertram Jones.....                        | Mesa                |
| Rollin Jones.....                         | Mesa                |
| Reinhold Jungerman, A. B. (Berkeley)..... | Berkeley            |
| Mabel Kemp (Mrs. A. C. Duffy).....        | Vail                |
| James King.....                           | Phoenix             |
| Annes Keating (Mrs. Fred C. Ayer).....    | Eugene, Ore.        |
| Lucy Leftwich.....                        | Jerome              |
| Karl Leebrick.....                        | Covina, Cal.        |
| Anna Matthews (Mrs. E. L. Hendrix).....   | Roundup, Mont.      |
| Carrie Marlar (Mrs. G. Bright).....       | Phoenix             |
| Marina Priest.....                        | Longfellow          |
| Clarence Standage.....                    | Phoenix             |
| Sadie Stauffer (Mrs. F. W. Griffen).....  | Phoenix             |
| Jeane Standage (Mrs. Don Le Baron).....   | Mesa                |
| Bertha Stewart (Mrs. C. Bodily).....      | Mesa                |
| Mary Stilwell.....                        | Phoenix             |
| Elizabeth Ullman (Mrs. Roy Parsons).....  | Phoenix             |
| Hester Wallace.....                       | Bisbee              |
| Gladys Wright (Mrs. Bertram Jones).....   | Mesa                |

## CLASS OF 1907

|                                          |                   |
|------------------------------------------|-------------------|
| Kathryn Barnett.....                     | Los Angeles, Cal. |
| Frankie Bellamy (Mrs. R. M. Priest)..... | Yuma              |
| Helen Benedict.....                      | Tombstone         |
| Helen Blome (Mrs. Norman Windes).....    | Tempe             |



| Name                                  | Address                          |
|---------------------------------------|----------------------------------|
| Stella Brown (Mrs. A. Hadsell)        | Long Beach, Cal.                 |
| Rena Cole (Mrs. J. W. Magorian)       | McFarland, Cal.                  |
| Josie Critchley (Mrs. Wm. Hurley)     | Artesia, Cal.                    |
| Fannie Dobbie                         | Mesa                             |
| Olive Griffen (Mrs. Ray Nichols)      | Mesa                             |
| Mamie Hadsell (Mrs. A. R. Taylor)     | Phoenix                          |
| Emma Haulot (Mrs. Henry Mariette)     | Los Angeles, Cal.                |
| Maud Hayes                            | 127 E. Lime Ave., Monrovia, Cal. |
| Fred Holmes                           | Berkeley, Cal.                   |
| Genevieve Hubbard (Mrs. Frank Pettit) | Phoenix                          |
| Rosa Jaime (Mrs. Fred Dick)           | Clifton                          |
| Ethel Jones (Mrs. Nathan)             | Bisbee                           |
| Mary Leavell, Univ. of California     | Berkeley                         |
| Lucy Kenney (Mrs. John McGreggor)     | Bisbee                           |
| Kittie McNichol                       | Humboldt                         |
| Alice Merritt (Mrs. George E. Brown)  | Minneapolis, Minn.               |
| Nelly Murphy                          | Carmel, Cal.                     |
| Georgia Quinn (Mrs. C. T. Menard)     | Ray                              |
| Amelia Rabinovitz (Mrs. Curtis)       | Phoenix                          |
| Eva Ruse (Mrs. C. Keebler)            | Tempe                            |
| Lemmie Stauffer (Mrs. Tom Higley)     | Phoenix                          |
| Maud Stewart (Mrs. M. Anderson)       | Hayden                           |
| Edna Stobbs                           | Phoenix                          |
| Palmyra Tamborino                     | Phoenix                          |
| Carrie Thompson                       | Hawaiian Islands                 |
| Sydney Vensel (Mrs. Albert Rhodes)    | Phoenix                          |
| Iva Walker (Mrs. Lewis Hallenbeck)    | Calida, Colo.                    |

## CLASS OF 1908

|                                               |              |
|-----------------------------------------------|--------------|
| F. Herbert Ballou                             | Tempe        |
| May Benson (Mrs. J. Clifford)                 | Los Angeles  |
| Maude B. Cummings                             | Tempe        |
| Helen Duval                                   | Phoenix      |
| Iva Easterwood                                | Phoenix      |
| Catherine Fitzgerald (Mrs. Hugo A. Thorbecke) | Jerome       |
| Mary Haulot (Mrs. S. R. Marlette)             | Fresno, Cal. |
| Johnie Hazelwood                              | Globe        |
| Doctor Jones                                  | Mesa         |
| Blanche McKee (Mrs. Leon Jones)               | Salome       |
| Josephine McPherson                           | Tombstone    |
| Lou Marlar                                    | Phoenix      |
| Harriett Merritt (Mrs. William LePage)        | Tempe        |
| Irving Meskimons                              | Phoenix      |
| Halbert Miller                                | Tempe        |
| Artemus Millet                                | Mesa         |

| Name                                         | Address                           |
|----------------------------------------------|-----------------------------------|
| Maud Perry.....                              | Tempe                             |
| Nellie Pine (Mrs. Orrin H. Lincoln).....     | Douglas                           |
| Gertrude Potts.....                          | Kingman                           |
| Inez Robbins (Mrs. Marshall Brown).....      | Payson                            |
| Della Schaal (Mrs. Halbert Miller).....      | Tempe                             |
| Belle Stephens (Mrs. G. J. Wiggernhorn)..... | 1559 Diamond Ave., South Pasadena |
| Nellie Treat (Mrs. Joe Bush).....            | Phoenix                           |
| Corinne Van Noate (Mrs. Ralph Blount).....   | Glendale                          |
| Nell Louise White (Mrs. Orrin Standage)..... | Phoenix                           |
| Lottie Wiatt.....                            | Phoenix                           |
| Mabel Woolf (Mrs. C. M. Hallsted).....       | Needles, Cal.                     |
| Sara Hayden.....                             | Seattle, Wash.                    |

## CLASS OF 1909

|                                             |                   |
|---------------------------------------------|-------------------|
| Florence Alexander (Mrs. D. W. Gustin)..... | Washington, D. C. |
| Ethel Armitage (Mrs. Taylor).....           | Nogales           |
| Elizabeth Axtell.....                       | Tombstone         |
| Zelma Babbitt (Mrs. George Allison).....    | Mesa              |
| *Zollie Bell .....                          |                   |
| Isabel Blakely (Mrs. J. C. Minge).....      | Seattle, Wash.    |
| Lillian Bryant.....                         | Phoenix           |
| Vera Buck (Mrs. Fred Patterson).....        | Tempe             |
| Marcia Carter.....                          | Phoenix           |
| Nellie Clarke (Mrs. Delan Bouse).....       | Morenci           |
| Rachel Cohen.....                           | Douglas           |
| Abbie Crawford.....                         | Douglas           |
| Edith Culley.....                           | Tucson            |
| Katherine Cunningham.....                   | Bisbee            |
| Elsie Curtis.....                           | Pima              |
| Elzina Curtis.....                          | Thatcher          |
| Jennie Daggs.....                           | Williams          |
| John Dykes.....                             | Buckeye           |
| Dora Jean Ellis.....                        | Pima Agency       |
| Mary Gardner.....                           | Los Angeles, Cal. |
| Millicent Gilleland.....                    | Tempe             |
| May Harmon (Mrs. John Dykes).....           | Buckeye           |
| Nellie Harris.....                          | Tempe             |
| Zenobia Harmon.....                         | Mesa              |
| Ulah Hudlow .....                           | Tempe             |
| Veronica Irvine.....                        | Phoenix           |
| Ralph Kane .....                            | Ray               |
| Evelyn Kindred.....                         | Bisbee            |
| Jessie Lloyd (Mrs. Erving Johnson).....     | Morenci           |

\*Deceased.

| Name                                      | Address           |
|-------------------------------------------|-------------------|
| Mary McDonald.....                        | Prescott          |
| Henrietta Martin (Mrs. Roy Carr).....     | Clifton           |
| Agnes Perry.....                          | Tempe             |
| Ivy Perry.....                            | Bisbee            |
| Clarence Pine .....                       | Tempe             |
| Lourdes Priest (Mrs. Geo. S. Martin)..... | Clifton           |
| Jean Quinn.....                           | Tempe             |
| Gladys Robinson.....                      | Mesa              |
| Ada Rock (Mrs. Smith).....                | San Diego, Cal.   |
| Theadora Rodger.....                      | Los Angeles, Cal. |
| Bee Rogers (Mrs. W. N. Steverson).....    | Mesa              |
| Emily Belle Rodgers.....                  | Prescott          |
| Ovilla Rush (Mrs. Hart).....              | Bakersfield, Cal. |
| Irma Schmidt (Mrs. Park R. Mitten).....   | Buckeye           |
| Maud Sirrine .....                        | Mesa              |
| Mamie Snyder.....                         | Phoenix           |
| Myrtle Snyder .....                       | Bisbee            |
| Florence Studley.....                     | Bisbee            |
| Mae Stukey.....                           | Walker            |
| Mary Turner (Mrs. H. E. Davis).....       | Prescott          |
| Irene Woolf (Mrs. W. H. Carruthers).....  | Wellton           |

## CLASS OF 1910

|                                           |              |
|-------------------------------------------|--------------|
| Emma L. Bell.....                         | Tempe        |
| Fannie Breedlove (Mrs. English).....      | Phoenix      |
| Olive Conroy (Mrs. Russell).....          | Tempe        |
| Loreen Cox (Mrs. J. A. Harris).....       | Los Angeles  |
| Norma Creighton (Mrs. Snow).....          | Iowa         |
| Meda Dickinson (Mrs. Russell Windes)..... | Tempe        |
| Mary Duffy.....                           | Tucson       |
| Jennie Ellingson.....                     | Phoenix      |
| Wiley Hanson .....                        | Tempe        |
| Albert Jungerman.....                     | Tempe        |
| Lulu Keating.....                         | Honolulu     |
| Nathaly Larson.....                       | Bisbee       |
| Marjorie Leavell.....                     | Phoenix      |
| Laura McGill.....                         | Douglas      |
| May McKay (Mrs. C. M. Cooper).....        | Phoenix      |
| Annie Priest.....                         | Clifton      |
| Maud Shivers (Mrs. J. R. Polley).....     | Solomonville |
| Mary Terrell (Mrs. W. E. Mitchell).....   | Clifton      |
| Frank Thomas.....                         | Bisbee       |
| Anna Tong.....                            | Bisbee       |



"THE STUDENT" STAFF



CACTUS WALKING CLUB





GIRLS' BASKET BALL TEAM



BOYS' BASKET BALL TEAM

| Name                                 | Address |
|--------------------------------------|---------|
| Ruth Turner (Mrs. W. W. Rohrig)..... | Tempe   |
| Georgia Wilcox.....                  | Phoenix |

## CLASS OF 1911

|                                             |                     |
|---------------------------------------------|---------------------|
| Agnes M. Baker.....                         | Bisbee              |
| Robena Barkley.....                         | Glendale            |
| Hazel Barr (Mrs. W. N. Wignall).....        | Hayden              |
| Mabel Beddow.....                           | Bisbee              |
| Parley Blake.....                           | Tempe               |
| Eliza Bond (Mrs. Ellis Pew).....            | Mesa                |
| Katherine Bone.....                         | Phoenix             |
| Hazel Carroll.....                          | Phoenix             |
| Lena Cole.....                              | Tempe               |
| Mary Corbell.....                           | Hemet, Cal.         |
| Pearl Crook.....                            | Tempe               |
| Frances Davis.....                          | Long Beach, Cal.    |
| Pearl Dorsett.....                          | Spartansburg, S. C. |
| Mary Dunlap.....                            | Douglas             |
| Leonard Dykes.....                          | Buckeye             |
| Alma Ellingson.....                         | Phoenix             |
| Aura Belle Fike.....                        | Naco                |
| Lora Finch (Mrs. Frank Parry).....          | Tempe               |
| June Halleck.....                           | Phoenix             |
| Hazel Heaton (Mrs. Rex King).....           | Flagstaff           |
| Edith Johnston (Mrs. J. G. Wilson).....     | Casa Grande         |
| Otto Jungermann.....                        | Berkeley            |
| Marguerite Keissling (Mrs. Wildermuth)..... | Tempe               |
| Eliza Lorona.....                           | Florence            |
| Ruth McComas.....                           | Phoenix             |
| Nettie McKay.....                           | Congress            |
| Frances McNulty.....                        | Tempe               |
| Mary Melton.....                            | Oklahoma            |
| Rose Miller.....                            | Tempe               |
| Neoma Millet.....                           | Mesa                |
| Lucille Morrison.....                       | Prescott            |
| A. John Mullen.....                         | Tempe               |
| Hazel Mumford (Mrs. Walter Tway).....       | Mesa                |
| Lucy Nash.....                              | Miami               |
| Juanita Painter (Mrs. W. E. Campbell).....  | Tempe               |
| Charles Pickrell.....                       | Tempe               |
| Dorris Robertson.....                       | Mesa                |
| Grace Rogers.....                           | Mesa                |
| Aileen Smith.....                           | Douglas             |
| Lola Spear.....                             | Tempe               |
| Josie Thompson.....                         | Illinois            |

| Name                   | Address        |
|------------------------|----------------|
| Ruby Tompkins.....     | Phoenix        |
| Aileen Walsh.....      | Gila Bend      |
| Mabel Webb.....        | Roosevelt      |
| Jennie Weedin.....     | Florence       |
| Mabel Willebrandt..... | California     |
| Eustace Windes.....    | Memphis, Tenn. |

## CLASS OF 1912

|                                            |                  |
|--------------------------------------------|------------------|
| Carroll Belknap.....                       | Tempe            |
| Inez Benedict.....                         |                  |
| Annie Brandenbrug.....                     | Winkelman        |
| Francis Calkins.....                       | Tempe            |
| Afton Clark.....                           | Mesa             |
| Helen Collins.....                         | Florence         |
| Ercel Cooke (Mrs. J. McAteer).....         | Globe            |
| *Velma Coyle.....                          |                  |
| Lucy Cummings.....                         | Tempe            |
| Blanche Cummins (Mrs. E. R. Nettle).....   | Long Beach, Cal. |
| Flossie Dines (Mrs. James King).....       | Phoenix          |
| Edith Doherty.....                         | Nogales          |
| Bessie Felch.....                          | Phoenix          |
| Leona Foushee.....                         | Phoenix          |
| Lillias Goodfellow.....                    | Pine             |
| Miriam Heinrichs.....                      | Morenci          |
| Hallie Holmesley (Mrs. A. B. Johnson)..... | Scottsdale       |
| Erile Hughes (Mrs. Garner).....            | Phoenix          |
| Kenneth Johnston.....                      | Tempe            |
| Mary Keating.....                          | Florence         |
| Ruth Kittle.....                           | Miami            |
| Detta Lisonbee.....                        | Mesa             |
| Bertha McKeen.....                         | Bisbee           |
| Allene McNeley (Mrs. Donald Fraser).....   | Jerome           |
| Edith Mullen.....                          | Tempe            |
| Lois Mullen (Mrs. C. L. Smith).....        | Douglas          |
| Dan Peart.....                             | Casa Grande      |
| Ralph Peck.....                            | Glendale         |
| Mary Rains.....                            | Ventura, Cal.    |
| Ruth Robbins.....                          | Tempe            |
| Carrie Rock.....                           | Phoenix          |
| Iva Rogers.....                            | Mesa             |
| Mabel Rogers.....                          | Mesa             |
| Flora Schoshusen.....                      | Tempe            |
| Ethel Sirrine.....                         | Mesa             |
| Lillian Stayton (Mrs. Brooks).....         | Tempe            |
| Marie Stewart (Mrs. Elliott).....          | Tempe            |

\*Deceased.

| Name                   | Address |
|------------------------|---------|
| Maude Tong.....        | Bisbee  |
| Eva Turner.....        | Tempe   |
| Beulah Waddell.....    | Safford |
| Jessie Waterhouse..... | Tempe   |
| Grace Wood.....        | Tempe   |
| Ettie Young.....       | Clifton |

## CLASS OF 1913

|                             |                              |
|-----------------------------|------------------------------|
| Hope Anderson.....          | Tempe                        |
| Delia Austin .....          | Tucson                       |
| Anna Baker .....            | Bisbee                       |
| Eva Behn .....              | Phoenix                      |
| Anna E. Blount.....         | Dos Cabezos                  |
| Louise Blount .....         | Phoenix                      |
| Inez Braly .....            | Tempe                        |
| Anna Carroll.....           | Tempe                        |
| Cortlandt Carter.....       | Walnut Grove                 |
| Glenna Carter .....         | Walnut Grove                 |
| Wilmyth Case .....          | Phoenix                      |
| Maude Cole .....            | Tempe                        |
| Rita Cole .....             | Tempe                        |
| G. Moffatt Dean.....        | Tucson                       |
| Lucille Detloff .....       | Bisbee                       |
| Lena Dichtenmiller .....    | Clifton                      |
| Jessie Dickinson .....      | Tempe                        |
| Concepcion Faras .....      | Douglas                      |
| George Gammill .....        | Humboldt                     |
| Julius Goodwin (Acad.)..... | Univ. of Michigan, Ann Arbor |
| Viola Guldin .....          | Ray                          |
| Eva Hance .....             | Yuma                         |
| Pansy Harmon .....          | Tempe                        |
| Mildred Hart .....          | Ray                          |
| Helen Howard .....          | Phoenix                      |
| Cora Hudlow .....           | Hillside                     |
| Nettie Jarrett .....        | Mesa                         |
| Grace Kittle .....          | Miami                        |
| Effie Lee .....             | Safford                      |
| Ernestine Lund .....        | Prescott                     |
| Jesse McComb .....          | Willcox                      |
| Vera McNulty .....          | Prescott                     |
| Susie Mahony .....          | Prescott                     |
| Inez Makin .....            | Tempe                        |
| Warren Nichols .....        | Tempe                        |
| Katherine Parry .....       | Univ. of Arizona, Tucson     |
| Viola Passey .....          | Mesa                         |
| Zetta Pearce .....          | Mesa                         |



| Name                                   | Address                   |
|----------------------------------------|---------------------------|
| Clara Phelps .....                     | Mesa                      |
| Hazel Pomeroy .....                    | Mesa                      |
| Kittie Regan .....                     | Bisbee                    |
| Irene Robbins .....                    | Tempe                     |
| Nellie Roberts .....                   | Tempe                     |
| John L. Spikes.....                    | Globe                     |
| Dorothy Tamborino .....                | Congress                  |
| Flora M. Thew.....                     | Tempe                     |
| Amy Tompkins (Mrs. J. E. Carlton)..... | Phoenix                   |
| Ella G. Turner.....                    | Elizabethtown, New Mexico |
| Blanche Wallingford .....              | Prescott                  |
| Lela Welborn (Mrs. John Graham).....   | Tolleson                  |
| Emily F. Wilson.....                   | Bisbee                    |
| Lillian L. Wixom.....                  | Thatcher                  |

## CLASS OF 1914

|                           |                            |
|---------------------------|----------------------------|
| Enid Alexander            | Annie Kempf                |
| Beulah Austin             | Hilda Krichbaum            |
| Clara Augustine (Acad.)   | Mabel Latham               |
| Mrs. Clara O. Baker.      | Virginia Lockett           |
| Eunice Beardsley          | Beryl Martin               |
| Katherine Blendinger      | Robert McComb (Acad.)      |
| William Bloys             | Mamie McGuigan             |
| Lelan Brack               | Florence Moss              |
| Nannie Brooks             | Sidney B. Moeur            |
| Katherine Buse            | Marguerite Moody           |
| Lois Cole                 | Cecil Mullen               |
| June Cummings             | Helen Mumford              |
| Ada Dunagan               | Mrs. Nancy E. Mutch        |
| Grace Everett             | Margaret Newcomer          |
| Thomas Flannigan          | Marshall Nicholson (Acad.) |
| Alice Foushee             | Ione Powell                |
| Edna Gilliland            | Mabel Quinn                |
| Frederica Gill            | Mary Radley                |
| Leona Goodwin             | J. R. Sandige (Acad.)      |
| Pearl Gorrell             | Ruby Shott                 |
| Horace E. Griffen (Acad.) | Albert Spikes              |
| Mary Griffin              | Marguerite Stephens        |
| Ruby Haigler              | Beulah Sturgeon            |
| Ruth Haisley              | Alice Thiel                |
| Amy Hansen                | Edith Warner               |
| Ora Hansen                | Grace Warner               |
| Augusta Harris            | Ruth Watkins               |
| Nellita Hathaway          | Norma Webb                 |
| Emily Haulot              | Lillian H. Wells           |
| Geraldine Hodnett         | Garland White              |
| Gladys Holcomb            | Vera Wilky                 |
| May Houston               | Mary Wingfield             |
| Isaac Imes                | Rosalind Wixom             |
| Trinidad Jund             | Russell Woods              |

Total number of graduates 604.



TRACK TEAM



BASE BALL TEAM





CLASS OF 1914



FRONT DRIVE











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*Volume 31*

*JUNE, 1916*

*Number 1*

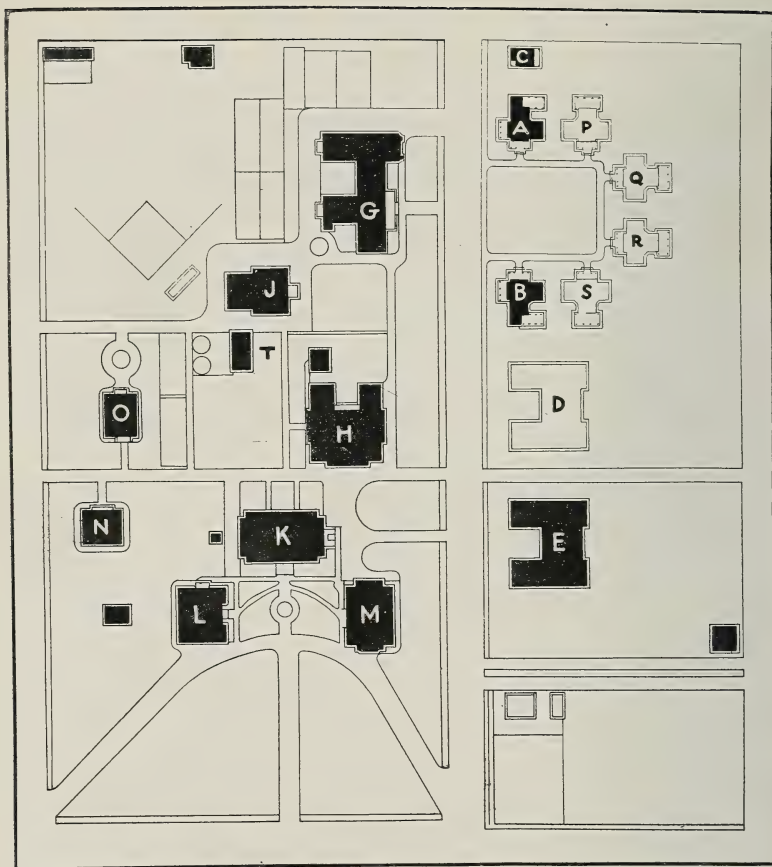
BULLETIN  
OF THE  
TEMPE NORMAL  
SCHOOL  
OF  
ARIZONA  
AT  
TEMPE, ARIZONA











## GENERAL PLAN OF NORMAL CAMPUS

### School Buildings

- |                             |                             |
|-----------------------------|-----------------------------|
| K. Main Building            | E. Industrial Arts Building |
| H. Training School          | F. Farm Machinery           |
| L. Science Building         | N. President's Cottage      |
| M. Auditorium and Gymnasium | D. Proposed Building        |

### Dormitories

- |                          |                                |
|--------------------------|--------------------------------|
| O. Boys' Dormitory       | A. and B. Completed unit cot-  |
| J. Dining Hall           | tages of Girls' Dormitory      |
| G. Main Girls' Dormitory | Group                          |
| C. Caretaker's Cottage   | P, Q, R, S. Proposed unit cot- |
| T. Heating Plant         | tages                          |

*Volume 31*

*JUNE, 1916*

*Number 1*

BULLETIN

OF THE

TEMPE NORMAL  
SCHOOL

OF

ARIZONA

AT

TEMPE, ARIZONA

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Published and issued quarterly by the Tempe Normal School of Arizona in the months of June, September, December, and March at Tempe, Arizona.

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# Calendar 1916-17

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## 1916

|                                              |                 |
|----------------------------------------------|-----------------|
| First Semester begins.....                   | September 11    |
| Entrance Examination and Classification..... | September 11-12 |
| First Quarter ends.....                      | November 10     |
| Second Quarter begins.....                   | November 13     |
| Thanksgiving Vacation.....                   | November 23-24  |
| Christmas Vacation begins.....               | December 22     |
| School re-opens.....                         | January 2       |

---

## 1917

|                                              |               |
|----------------------------------------------|---------------|
| First Semester ends.....                     | January 19    |
| Second Semester begins.....                  | January 22    |
| Entrance Examination and Classification..... | January 23-24 |
| Third Quarter ends.....                      | March 30      |
| Fourth Quarter begins.....                   | April 2       |
| Examination and Commencement Exercises.....  | June 3-9      |

# Boards and Officials

---

## NORMAL BOARD OF EDUCATION

|                                                |         |
|------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction..... | Phoenix |
| Chas. C. Woolf, LL. B.....                     | Tempe   |
| Dr. B. B. Moeur, Secretary.....                | Tempe   |

---

## OFFICIAL BOARD OF VISITORS

|                      |         |
|----------------------|---------|
| Dwight B. Heard..... | Phoenix |
| B. A. Packard.....   | Douglas |
| C. G. Jones.....     | Tempe   |

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## OFFICERS OF ALUMNI ASSOCIATION

|                                           |       |
|-------------------------------------------|-------|
| Sidney B. Moeur, '14, President.....      | Tempe |
| Parley L. Blake, '11, Vice-President..... | Tempe |
| Miss Anna E. Blount, '13, Secretary.....  | Tempe |
| Miss Flora M. Thew, '13, Treasurer.....   | Tempe |

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## STATE BOARD OF EDUCATION

|                                                                       |           |
|-----------------------------------------------------------------------|-----------|
| His Excellency, Governor George W. P. Hunt.....                       | Phoenix   |
| Hon. C. O. Case, Supt. Public Instruction.....                        | Phoenix   |
| Dr. R. B. von KleinSmid, President, University of Arizona.....        | Tucson    |
| A. J. Matthews, Principal Tempe Normal School.....                    | Tempe     |
| Dr. R. H. H. Blome, Principal Northern Arizona Normal<br>School ..... | Flagstaff |
| W. E. Lutz, Supt. Schools.....                                        | Morenci   |
| W. Curtis Miller, County Supt. Schools.....                           | Prescott  |
| John D. Loper, City Supt. Schools.....                                | Phoenix   |

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## STATE BOARD OF EXAMINERS

|                                                |         |
|------------------------------------------------|---------|
| Hon. C. O. Case, Supt. Public Instruction..... | Phoenix |
| A. H. Fulton, High School Teacher.....         | Phoenix |
| Alma Davis, Principal Alma School.....         | Mesa    |

# Faculty 1916-17

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|                                                                          |                                            |
|--------------------------------------------------------------------------|--------------------------------------------|
| A. J. Matthews, President.....                                           | School Law and School Economy              |
| F. M. Irish, Assistant.....                                              | Physical Science and Military Drill        |
| W. J. Anderson, B. S., National University, Chicago.....                 | Art                                        |
| J. L. Johnston, Hershey Music School, Chicago.....                       | Vocal Music                                |
| George M. Frizzell, B. Pd., State Normal School,<br>Warrensburg, Mo..... | Mathematics                                |
| James F. Hall, A. M., Harvard University.....                            | Ancient Languages                          |
| A. B. Clark, Chicago Normal School.....                                  | Manual Training                            |
| Edith Salmans, B. S., Ohio Wesleyan Univ.....                            | Modern Languages                           |
| Lillias D. Francis, Pratt Institute.....                                 | Home Economics                             |
| James L. Felton, A. M., University of Chicago.....                       | English                                    |
| Ira D. Payne, A. B., Stanford University.....                            |                                            |
| .....                                                                    | Education and Director of Training School  |
| Ruth M. Wright, Pratt Institute, Library School.....                     | Librarian                                  |
| John B. Griffing, A. M., Columbia University.....                        | Agriculture                                |
| Anna R. Stewart, Tempe Normal School.....                                |                                            |
| .....                                                                    | Assistant in Home Economics                |
| John R. Murdock, B. S., Normal School, Kirksville, Mo.....               |                                            |
| .....                                                                    | History and Civics                         |
| R. B. Beckwith, A. B., Olivet College.....                               | Biological Science                         |
| George H. Schaeffer, A. B., Pennsylvania State College.....              |                                            |
| .....                                                                    | Assistant Instructor and Athletic Director |
| E. Blanche Pilcher, A. B., University of Kansas.....                     |                                            |
| .....                                                                    | Assistant in English                       |
| Mary A. Blair, A. B., Olivet College.....                                |                                            |
| .....                                                                    | Elocution and Physical Culture             |
| Victoria Avakian, Los Angeles Art School.....                            | Assistant in Art                           |
| Esther A. McKelvy, A. B., University of Kansas.....                      |                                            |
| .....                                                                    | Assistant Librarian                        |
| L. W. Fike, A. M., University of California.....                         | Education                                  |
| F. W. Hiatt, M. S., University of Chicago.....                           |                                            |
| .....                                                                    | Earth Science and Physiology               |
| .....                                                                    | Dept. of Commerce                          |

## Faculty---Continued

---

### CRITIC TEACHERS

|                                                               |                     |
|---------------------------------------------------------------|---------------------|
| Mary E. McNulty, Tempe Normal School.....                     | Primary Grades      |
| Leona M. Haulot, Tempe Normal School.....                     | Grammar Grades      |
| Louise B. Lynd, Tempe Normal School.....                      | Grammar Grades      |
| Mrs. Ida O'Connor, Tempe Normal School.....                   | Primary Grades      |
| Olive M. Gerrish, Columbia School of Music, Chicago.....      |                     |
| .....                                                         | Music Supervisor    |
| Theresa Anderson, B. Pd., Michigan State Normal College.....  |                     |
| .....                                                         | Intermediate Grades |
| Amanda L. Zeller, National Kindergarten College, Chicago..... |                     |
| .....                                                         | Kindergarten        |
| Helen C. Roberts, Tempe Normal School.....                    | Primary Grades      |
| .....                                                         | Rural Critic        |

---

### ADMINISTRATIVE OFFICERS

|                            |                                   |
|----------------------------|-----------------------------------|
| A. J. Matthews.....        | President                         |
| Laura Dobbs.....           | Secretary to President and Board  |
| Amelia Kudobe.....         | Assistant Secretary               |
| Anna H. Ridenour.....      | Preceptress of Girls' Dormitories |
| Mrs. Erma E. Crawford..... | Assistant Preceptress             |

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|                   |                 |
|-------------------|-----------------|
| L. C. Austin..... | General Foreman |
| J. A. Bloys.....  | Head Janitor    |





# The Tempe Normal School *of* Arizona

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## General Information

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### ESTABLISHMENT AND PURPOSE

By an Act of the Legislative Assembly of Arizona, approved March 10, 1885, provision was made for the establishment of a Normal School at Tempe, Arizona. The act states the purposes for which this institution was founded to be "the instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education; also to give instruction in mechanical arts and in husbandry and agricultural chemistry, in the fundamental laws of the United States and in what regards the rights and duties of citizens."

### LOCATION

It would be difficult to find a location for a school of this kind more favorable than Tempe, a town of 1,800 inhabitants, distant only twenty minutes' ride from Phoenix, the capital of Arizona. Lying near the center of population of the state, Tempe is conveniently reached by rail over the Arizona Eastern, which gives direct connection with the main lines of the Southern Pacific and Santa Fe systems, thus bringing even the most distant counties within from eight to twenty hours' journey. The convenient railway connections are appreciated by those students who desire to make the most of their holiday vacations. The fertile fields of the Salt River Valley surround the town, delighting the eye with their perpetual verdure and insuring an unfailing supply of fresh fruits and vegetables. The climate during the whole school year is not only delightful but wholesome and conducive to study. Snow is unknown and outdoor athletics and field excursions are carried on throughout the year.

Parents will derive satisfaction from the knowledge that the moral and social atmosphere is all that could be desired. The residents of the community are thrifty and industrious Americans, most of whom have come hither from the middle and eastern states. These people are actively interested in the welfare of the Normal School and pride themselves upon surrounding the students with wholesome influences. As the sale of liquors is prohibited in Arizona, the undesirable influence of the saloon is entirely eliminated. The absence of the distractions of a large city is a distinct advantage to the student who wishes to make the most of his time and opportunities.

## THE CAMPUS

The campus is one of the most beautiful spots in the state. It comprises thirty acres of fine level land within convenient walking distance of the business portion of the town, and is arranged in a most attractive manner with broad, shady lawns, cement walks and graveled drives, and a profusion of trees, shrubs and flowers. Ten substantial buildings are well distributed over the grounds, and to the picture one must add the view of the distant mountains with their ever-changing lights and shadows and wonderful coloring. Ample facilities for outdoor recreation are provided in numerous tennis courts of approved construction, basketball courts, athletic field, running track, and baseball diamond. The school gardens afford the necessary training for the students in agriculture, and at the same time provide fresh vegetables for the table.

Thirty acres adjoining the campus have been rented for a term of years, thus affording ample opportunity for experimental work in all lines of agriculture, stock breeding, etc.

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## Description of Buildings

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### MAIN BUILDING

There is a central group comprising the main building, science hall, and auditorium which enclose a quadrangle of green sward in the center of which is a fountain containing various water plants. The first named of these buildings, which are all of red brick and stone, was erected in 1894. Its

three stories give ample space for lecture rooms for the academic subjects, a large assembly hall with a seating capacity of three hundred and a library capable of housing ten thousand volumes and seating a hundred readers. The building is well lighted and ventilated and supplied with sanitary drinking fountains on each floor. Works of art, trophy cases and pictures, the gifts of the several graduating classes, adorn the halls. The basement has several large rooms which are now used by the student paper and for armory purposes.

## SCIENCE HALL

One of the newest and best equipped buildings on the campus is the science hall, 92x70 feet, a commodious two-story structure. It provides on the first floor to the right and left of the entrance three large well-appointed rooms for the offices of the president and secretary of the faculty. The rest of the floor is given up to the laboratories for physical, chemical and earth sciences. The laboratory for physiology and geography is very fully equipped with maps, charts, modeling tables, relief models, etc. A thermometer shelter containing a thermograph and a full set of thermometers is located close by on the campus.

The laboratories for chemistry and physics are spacious and well supplied with all the necessary apparatus, including side tables, sinks and special apparatus for distilling water. Each table is equipped with gas, electricity and water. Between these rooms is a lecture theatre fitted with a projection lantern, electric generator, switchboard for control of demonstration currents, draft chambers and demonstration table. There are other small rooms devoted to photographic work, repair work and storage of stock.

The laboratories for biology and physiology are situated on the second floor. They have, beside the necessary equipment for work in these sciences, a large aquarium for the collection and preservation of specimens for class use, a microtome and a paraffin bath for the preparation and mounting of microscopic slides and a centrifuge for analysis of liquids. The lecture theatre is conveniently placed and is equipped with projection apparatus with microscopic attachments.

There is also on this floor a museum with a working collection representative of the fauna and flora of Arizona and of its mineral resources.



## AUDITORIUM AND GYMNASIUM

The auditorium, 72x100 feet is by far the best of its kind in the state. With the balcony it has a seating capacity of one thousand. The acoustic properties, the means of ventilating, heating and emptying the buildings are everything that can be desired. The stage and stage properties are of the best and enable the school to stage the largest companies that come to the valley. The school and the community are treated each year to a number of high class entertainments that bring to us some of the best talent on the stage and platform today.

The gymnasium is fitted up with the usual apparatus, lockers, dressing-rooms and shower baths. Two galleries provide seating capacity for two hundred spectators, while as many more can be seated on the floor of the gymnasium.

## TRAINING SCHOOL

This building is located close to and south of the central group. It has a floor space of 120x136 feet and contains two offices, eleven classrooms and a large double assembly, all on one floor. The classrooms are so arranged that easy access is had from each to the assembly. A fully equipped kindergarten department is housed in this building. A marked feature is the lighting and ventilation of all the rooms. The play activities of the pupils are carried on under the supervision of the teachers. There is a separate playground with special equipment for this school. Besides the usual furniture of the school, there is a library of over 700 volumes suited to the work of the grades, two pianos, a grafanola and a reflectoscope.

## INDUSTRIAL ARTS BUILDING

This building, 130x135, is three stories, including a basement, and constructed of concrete faced with cream pressed brick. The lower or main floor is taken up entirely with the manual arts. On the left of the re-entering court is the office and library and draughting room. Behind these is placed the lumber supply room, woodshop, pattern shop, and machine room. On the left of the court there are rooms for textiles, book binding and printing, finishing woodwork and a lecture theatre for the use of all departments housed in this building. This lecture room is equipped with improved apparatus for the projection of lantern slides and opaque objects upon an aluminum-coated screen. A portion of the north wing is devoted

to laboratory and classroom space for the work in agriculture.

The south half of the upper floor is devoted to the work in household arts. This department includes an office, a classroom, two sewing rooms, a fitting room, cooking room and a laundry. On the north side of this floor are located the rooms of the art department. These include two drawing rooms with north light, clay modeling rooms and glazing and casting rooms and the offices of the instructors.

The basement provides for work in sheet metal, forging and foundry, also large stock rooms and storage space. The building is provided with an elevator for the convenient handling of heavy material.

## DORMITORIES

These buildings are models of comfort and attractiveness. The boys' dormitory is a two-story structure with basement. Baths and toilets are provided on each floor. There are in all about twenty rooms, each intended to accommodate two students. Each room is furnished with two beds, bedding, hot and cold water, electric light and steam heat. A large sleeping porch, which will allow all of the boys to sleep outdoors, has been added recently, and several two-room bungalows have been erected near by for the use of those young men who prefer such accommodations. These are steam heated, electric lighted and provided with running water. A member of the faculty lives in the dormitory and exercises supervision over the young men at all times.

The main dormitory for the girls will accommodate about 135, with two in each room. The rooms are fitted up similarly to those of the boys' dormitory. In addition the girls have the use of two large parlors and a sitting room. A piano is also provided for their entertainment. The outdoor sleeping porch for this building is in the form of a wing, open on three sides to the air and two stories in height. It is screened all round, fitted with storm curtains, and affords room for all occupants of the building, who are thus enabled to sleep comfortably in the open air the entire year.

Across the way and west of the present dormitory a group, consisting of five units, arranged around a patio, will be erected in the near future to meet the growing needs for accommodation for the girls. Each unit will house about thirty-five, and will be furnished after the same style as the main dormitory. Experienced preceptresses will be in charge of each

building to look after the comfort and needs of the girls in every way. Two of these units have been completed and are now occupied.

### DINING HALL

Situated very conveniently to the dormitories is the dining hall. It has a seating capacity of two hundred, and is particularly for non-resident students. Everything that the market affords in the way of fresh fruits, vegetables and meats and all that the culinary art can provide is furnished to students and members of the faculty alike. It is in charge of a specially trained matron who is responsible for the cleanliness and efficiency of the service.

### HOSPITAL

The new hospital building is located in a suitable section of the campus north of the President's residence. It is a thoroughly modern fireproof structure of concrete with properly equipped examination rooms, operating rooms, girls' ward, boys' ward, isolation ward, nurses' suite and every other essential feature contributing to the proper care of those cases of illness which cannot be handled effectively in the dormitories. The addition of this building to the system greatly facilitates administration, enabling the management to provide suitable care for the inevitable cases of sickness which must occur annually among so large a body of students.

### THE PRESIDENT'S RESIDENCE

This is a substantial two-story brick structure, harmonizing well with the general plan of the building group. It is situated near the main group and has splendid views from all sides.

### HEATING SYSTEM

All the buildings are heated by steam heat furnished by a central heating plant provided with boilers having a combined capacity of one hundred and eighty horsepower.

### EXPENSES OF STUDENTS

DORMITORIES: Board, room, light, heat, etc., are furnished for \$16.75 per school month of four weeks, payable monthly in advance. There is an additional charge of \$1.00 per month for room laundry. (No allowance is made for vacations, absence over week-ends, or absence due to disciplinary action.)



VIEW OF LIBRARY





EXHIBIT IN INDUSTRIAL ARTS BUILDING

Dormitory students are required to deposit \$5.00 before taking possession of a room. This amount will be refunded at the close of the year, less such charges as may be made for careless destruction or damage to dormitory furniture and equipment. Board and room may be secured, with the approval of the faculty, in private families in Tempe at from \$22 to \$28 per month.

**REGISTRATION FEE:** All students are required to pay an annual registration fee of \$5.00 to be paid in advance on date of registration. This fund is used for student supplies, hospital service, and such other purposes for the benefit of the students and school as the Board may approve.

**TUITION:** Tuition is free to all students of this State who enter the Normal with the intention of completing the work leading to graduation in either the professional or the academic course. A fee of \$5 per quarter, payable in advance, is due from all students who desire to engage in work of a special or irregular nature without intention of completing either a professional or academic course.

Students entering the school from other States will be required to furnish a health certificate from a physician appointed by the Normal School; must pursue successfully the full amount of work required of students in any course; and must sign a declaration of intention to teach in the public schools after graduating from the Normal School.

**TEXT-BOOKS:** The necessary outlay for books and stationery varies from \$10 to \$15 per year. Examination paper, pens, ink, pencils, and the like are furnished the students without expense.

**MILITARY UNIFORM AND GYMNASIUM COSTUME:** The cost of these articles varies somewhat with the taste and preference of the student. The gymnasium costume usually costs from three to four dollars, and the style is fixed by conference with the director. The style of military uniform conforms to the regulations of the United States Army, but the quality is fixed by vote of the company, and costs usually between fifteen and twenty dollars. It should be noted that, as the uniform is worn three days in the week, it easily saves the cost of at least one civilian suit during the year and therefore is hardly to be considered an extra expense.

It will be noted from the foregoing that the State of Arizona provides the advantages of a first-class education at an

expense to the student not greatly in advance of that incurred by the average young man or woman at home. This, together with the fact that there is in Arizona a constantly increasing demand for well trained teachers, is worthy of thoughtful consideration by those who, having completed the work of the public school or the high school, are contemplating the continuation of their education along academic or professional lines.

## GOVERNMENT OF STUDENTS

Students who come from homes outside of Tempe or who cannot live with relatives in Tempe are advised to live in the dormitories. Boarding and rooming places outside of the dormitories must be approved by the faculty, and the faculty regulations governing the dormitories must be observed by such students.

Students entering the dormitories may not leave them to board or room outside until a written or personal request is made by the parent or guardian directly to the President. The right to change the boarding or rooming place of a student on the outside is reserved by the faculty when such place is not satisfactory or does not co-operate in enforcing the regulations of the school.

It is the judgment of the faculty that the environment of all the students entrusted to their care should be the best, and it is with this end in view that strict regulations are made as to the conduct of the students both on and off the campus. It is understood always that when a student cannot and does not conform to the rules laid down for the welfare of the school such student will be asked to withdraw from the institution.

## DEPARTMENTS

The school is organized into three departments, the Normal School, the Training School, and the School of Industrial Arts. The Normal School offers four courses; to those who have completed the eighth grade of the public school, a five-year English course or a five-year classical course; a two-year course to those who have finished a four-year high school course; and a four-year academic course to those who do not expect to become teachers, and who, therefore, do not desire to pursue a professional course.

The Training School is primarily intended to give the Senior class of the Normal School actual experience in teaching under the supervision and advice of trained critic teachers.

The course includes the eight grades of the public school course for Arizona, and articulates directly with the first year of the Normal course; thus a pupil entering the first grade of the Training School may continue his education without interruption, to the completion of his Normal or academic work and the reception of his diploma. Students not fully prepared to enter the work of the Normal school may find it to their advantage to complete their preparatory work in the Training School.

The School of Industrial Arts offers special courses to those who do not desire to secure the regular teachers' diploma, but who wish to procure special diplomas entitling them to teach home economics, manual training, art, music, kindergarten, agriculture or commerce.

## CORRESPONDENCE

Any information regarding studies, credits, expenses, etc., and requests for catalogues and announcements should be directed to the office of the President, Tempe Normal School, Tempe, Arizona. Those who contemplate attending the Normal School should write stating the time of their prospective arrival in order that they may be met at the train. In case incoming students find no one at the station to meet them, they should proceed directly to the Normal School, where they will be taken care of at the office of the President.

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## Admission and Graduation

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**ADMISSION TO THE NORMAL SCHOOL:** Candidates for admission to the Normal department will be required to pass a satisfactory examination. Certificates from an accredited grammar school or recommendations from teachers may be accepted in lieu of such parts of this examination as the faculty may decide.

**ADMISSION TO ADVANCED STANDING:** Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal School or by the certificate of accredited schools.



**ADMISSION FOR HIGH SCHOOL GRADUATES:** Graduates from high schools maintaining a full four-year High School course will be admitted to a special two-year professional course. Provided, that the High School course pursued conforms to the academic requirements of this Normal School. Graduates from such a course will receive a diploma which will entitle them to teach for life in the public schools of Arizona, California and other states, and will entitle them to at least one year's credit on a university or college course.

**TIME OF ADMISSION:** Students will find it greatly to their advantage to enter the Normal School at the beginning of each semester; but they will be admitted at any time by special arrangement of work.

**GRADUATION:** 1. In order to receive a diploma from this institution, a student must have attained the age of 18 years.

2. No student will be admitted to senior standing who has five hours work per week for the year, in addition to the regular senior course, or its equivalent, without the consent of faculty.

3. Candidates for graduation must have completed at least one full year's work in this school, and, in addition to the required standing in scholarship, must give satisfactory evidence of a good moral character and the executive ability necessary to the proper management of a school.

4. Students from other institutions applying for senior standing must have completed a four-year high school course, and in addition thereto must have completed some of the required professional units in a college or normal school and have had some experience in teaching in the public schools.

5. The diploma entitles the holder to teach in the public schools of Arizona during life without examination. They are also accredited in the State of California and in several other states.

**EXAMINATION AND REPORTS:** Students must attend such examinations as may be required during the year, and such other examinations as may be required by the faculty or Board of Education upon entering or before graduating from the Normal School, but final grades are based upon both class standing and examination. Examinations are written or oral and are conducted by the instructors in charge of the several subjects. Examinations are held at irregular intervals, gen-

erally without notice and occupy only the length of the usual recitation period.

A quarterly report is made to every student showing his standing in each subject studied, and a copy of this report is forwarded to the parent or guardian. Standings are indicated by letters. A student who satisfactorily completes a subject is assigned a grade of C; A and B are assigned for grades of excellence above passing; D indicates a condition to be removed; and E indicates a failure, and that the work must be repeated.

Semester grades only are effective in determining the student's standing.

## COURSE OF STUDY

### *To Secure Regular Normal Diploma*

REGULATIONS OF STATE BOARD: In conformity with the law requiring the normal schools of Arizona to maintain uniform courses of study for the purpose of securing the regular normal diploma to be approved by the State Board of Education, the following regulations were approved by said Board of Education:

1. The minimum length of the school year shall be thirty-eight (38) weeks, exclusive of summer school.

2. There shall be three regular courses of study leading to graduation for the purpose of securing a diploma to teach in the schools of this state.

- (a) A minimum English course of five years for graduates from the eighth grade of the public schools.

- (b) A minimum classical course of five years for graduates from the eighth grade of the public schools.

- (c) A minimum course of two years for graduates from a four-year high school course.

3. Students who are graduates from a four-year high school course, accredited by the Normal School, and in addition thereto have taken some professional work in a college, university or normal school, and who have one year's experience in teaching in the public schools, may receive credit on the two years' course, but in all such cases students will be required to take at least one year's work in residence before receiving a Normal diploma.

In order to simplify the arrangement and uniformity of the course the work is reduced to units. The term unit is used

to denote a subject studied through one school year with five class exercises or periods per week, two laboratory periods to equal one class exercise. The school year is divided into two semesters, each of nineteen weeks. A recitation period is 45 minutes. A minimum of fifteen academic units and ten professional units is required for the Normal diploma, as follows:

## UNITS FOR SECURING THE REGULAR NORMAL DIPLOMA

FOR THE FIVE-YEAR COURSE FOR STUDENTS WHO HAVE COM-  
PLETED THE COMMON SCHOOLS

|                                                                                           |   |   |                              |
|-------------------------------------------------------------------------------------------|---|---|------------------------------|
| English .....                                                                             | 3 | } | Total Academic<br>Units, 15. |
| Mathematics (Arithmetic, $\frac{1}{2}$ ; Al-<br>gebra, $1\frac{1}{2}$ ; Geometry, 1)..... | 3 |   |                              |
| Science .....                                                                             | 2 |   |                              |
| History and Civics.....                                                                   | 2 |   |                              |
| Physiography, $\frac{1}{2}$ ; Physiology, $\frac{1}{2}$ ....                              | 1 |   |                              |
| Electives .....                                                                           | 4 |   |                              |

Electives include Languages, Home Economics, Agri-  
culture and Manual Training.

|                                                                                                                                    |                |   |                                  |
|------------------------------------------------------------------------------------------------------------------------------------|----------------|---|----------------------------------|
| Psychology and Pedagogy.....                                                                                                       | 1              | } | Total Professional<br>Units, 10. |
| History and Philosophy of Educa-<br>tion .....                                                                                     | 1              |   |                                  |
| Practice Teaching .....                                                                                                            | 1              |   |                                  |
| Method .....                                                                                                                       | 1              |   |                                  |
| Reviews—Arith., $\frac{1}{2}$ ; Gram., $\frac{1}{2}$ ;<br>Geog., $\frac{1}{2}$ ; Read., $\frac{1}{2}$ ; Spell., $\frac{1}{2}$ .... | $2\frac{1}{2}$ |   |                                  |
| School Law and School Economy....                                                                                                  | $\frac{1}{2}$  |   |                                  |
| Draw., 1; Music, 1.....                                                                                                            | 2              | } |                                  |
| Military Drill or Physical Culture....                                                                                             | 1              |   |                                  |

Total Units for Five-Year Course..... 25

The following courses are offered:

- Course A. A five-year professional course for graduates of the grammar schools.
- Course B. A five-year professional course for graduates of the grammar school, which includes the languages (Latin, German and Spanish).
- Course C. A two-year professional course for graduates of a four-year high school course.
- Course D. A four-year academic course for students who do not desire to prepare for teaching.

Special courses in School Art, Industrial Arts, Home Economics, Kindergarten Training, Agriculture, and Commerce.

Students completing courses A, B, or C receive the regular Normal diploma which is granted for life and entitles the holder to teach without examination in the public schools of Arizona, California, Oregon, Washington, Montana, Idaho, Michigan, New York, and, in fact, in any state in which credentials of any kind are accepted. As such diplomas represent four years of academic and two years of professional work, the holders are usually accredited with one year's work on college and university courses.

Graduates from Course D receive a diploma equivalent to a high school diploma. This diploma represents four years (17 units) of high school work and admits the holder to Freshman standing in a college or university. This diploma does not entitle the holder to teach.

Graduates from the special courses are granted diplomas which entitle the holder to teach the special subject for which the diploma is granted in any of the public schools of the state.

A candidate for any diploma must make his candidacy known not later than the beginning of that school year at the close of which he expects to graduate, and must at the same time state for what diploma he is a candidate.

Diplomas are awarded by the Normal Board of Education upon the recommendation of the faculty and no diploma will be awarded to any person until all the work prescribed by the course and pursued by the student has been satisfactorily completed. The regular graduations occur in January and June, but the diplomas are awarded whenever the work of the course has been satisfactorily completed. Mid-year graduates are classified as members of the class of the following June.



## COURSE A

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### FIVE-YEAR PROFESSIONAL COURSE FOR GRAMMAR SCHOOL GRADUATES

#### FIRST YEAR

| First Semester                 | Hrs. | Second Semester               | Hrs. |
|--------------------------------|------|-------------------------------|------|
| English (1) (Rhet. and Comp.)  |      | English (1) (Rhet. and Comp.) |      |
| Library .....                  | 5    | Library .....                 | 5    |
| Algebra (1) .....              | 5    | Algebra (1) .....             | 5    |
| Biology (1) .....              | 5    | Biology (2) .....             | 5    |
| Spelling and Word Analysis.... | 5    | Reading and Methods of        |      |
| Drawing (1) .....              | 4    | Study .....                   | 5    |
| Manual Training (1) or Home    |      | Drawing (1) .....             | 4    |
| Economics (1) .....            | 2    | Manual Training (1) or Home   |      |
|                                |      | Economics (1) .....           | 2    |

#### SECOND YEAR

|                            |   |                            |   |
|----------------------------|---|----------------------------|---|
| English (2) (English Lit.) |   | English (2) (English Lit.) |   |
| Library .....              | 5 | Library .....              | 5 |
| Ancient History (1) .....  | 5 | Ancient History (1) .....  | 5 |
| Algebra (3) .....          | 5 | Arithmetic (1) .....       | 5 |
| Agriculture (1) .....      | 5 | Agriculture (1) .....      | 5 |
| Music (1) .....            | 4 | Music (1) .....            | 4 |

#### THIRD YEAR

|                             |   |                             |   |
|-----------------------------|---|-----------------------------|---|
| English (3) (American Lit.) |   | English (3) (American Lit.) |   |
| Library .....               | 5 | Library .....               | 5 |
| Geometry .....              | 5 | Geometry .....              | 5 |
| Physics (1) .....           | 5 | Chemistry .....             | 5 |
| Modern History (2) .....    | 5 | U. S. History (3).....      | 5 |
| Drawing (2) .....           | 2 | Drawing (2) .....           | 2 |
| Manual Training (2) or Home |   | Manual Training (2) or Home |   |
| Economics (2) .....         | 3 | Economics (2) .....         | 3 |

#### JUNIOR YEAR

|                            |   |                          |   |
|----------------------------|---|--------------------------|---|
| Physiography .....         | 5 | Geography .....          | 5 |
| Science of Government..... | 5 | Physiology .....         | 5 |
| *English Grammar { .....   | 5 | *English Grammar { ..... | 5 |
| *Arithmetic..... { .....   |   | *Arithmetic..... { ..... |   |
| Psychology .....           | 5 | Pedagogy .....           | 5 |
| Music .....                | 2 | Music .....              | 2 |
| Writing .....              | 2 | Writing .....            | 2 |

## SENIOR YEAR

| First Semester                | Hrs. | Second Semester           | Hrs. |
|-------------------------------|------|---------------------------|------|
| Methods .....                 | 5    | Methods (and Library      |      |
| Teaching .....                | 5    | Methods) .....            | 5    |
| Ethics .....                  | 5    | Teaching .....            | 5    |
| *Commercial Law .....         | 1    | History of Education..... | 5    |
| *School Law and School        |      | *Commercial Law .....     | 1    |
| Economy .....                 | 4    | *School Law and School    |      |
| Agriculture .....             | 2    | Economy .....             | 4    |
| English (5) (Special Eng.)... | 3    | Agriculture .....         | 2    |

\*Course repeated; half of class takes this work first semester, the other half the second semester.

(a) One credit is given for Physical Training or Military Drill which are required throughout the course.

(b) English (5) is a special course designed for students who are deficient in English in any of the advanced grades.

(c) Students who desire to emphasize any of the vocational subjects, without forfeiting their regular diploma, may do so by substituting five (5) hours per week of the subject for music and writing in the junior year and (3) hours per week for agriculture and commercial law in the senior year.

## COURSE B

FIVE-YEAR PROFESSIONAL FOREIGN LANGUAGE COURSE FOR  
GRAMMAR SCHOOL GRADUATES

## FIRST YEAR

| First Semester            | Hrs. | Second Semester           | Hrs. |
|---------------------------|------|---------------------------|------|
| Latin .....               | 5    | Latin .....               | 5    |
| English (Library) .....   | 5    | English (Library) .....   | 5    |
| Algebra .....             | 5    | Algebra .....             | 5    |
| Biology .....             | 5    | Biology .....             | 5    |
| Drawing .....             | 4    | Drawing .....             | 4    |
| Man. Trg. or Home Ec..... | 2    | Man. Trg. or Home Ec..... | 2    |



## COURSE C

---

A TWO-YEAR PROFESSIONAL COURSE FOR GRADUATES OF A FOUR-YEAR HIGH SCHOOL COURSE

### JUNIOR YEAR

| First Semester           | Hrs. | Second Semester          | Hrs. |
|--------------------------|------|--------------------------|------|
| Psychology .....         | 5    | Pedagogy .....           | 5    |
| *Arithmetic } .....      | 5    | *Arithmetic } .....      | 5    |
| *English Grammar } ..... |      | *English Grammar } ..... |      |
| Reading .....            | 5    | Spelling .....           | 5    |
| Academic Elective .....  | 5    | Geography .....          | 5    |
| Music .....              | 2    | Drawing .....            | 2    |
| Drawing .....            | 2    | Music .....              | 2    |
| Writing .....            | 2    | Writing .....            | 2    |

### SENIOR YEAR

|                              |   |                              |   |
|------------------------------|---|------------------------------|---|
| Methods .....                | 5 | Methods .....                | 5 |
| Teaching .....               | 5 | Teaching .....               | 5 |
| Ethics .....                 | 5 | History of Education.....    | 5 |
| Agriculture .....            | 2 | Agriculture .....            | 2 |
| Music .....                  | 2 | Music .....                  | 2 |
| Drawing .....                | 2 | Drawing .....                | 2 |
| *Commercial Law .....        | 1 | *Commercial Law .....        | 1 |
| *School Law & School Ec..... | 4 | *School Law & School Ec..... | 4 |

\*Course repeated; half of class takes this work first semester, the other half the second semester.

(a) One credit allowed for Physical Training or Military Drill when taken throughout the course.

(b) A course in Language may be substituted for Reading and Spelling in the Junior year, and for Agriculture in the Senior year.

(c) Students who desire to emphasize vocational subjects, without forfeiting the regular diploma, may do so by substituting five hours per week of the required subject for academic elective and spelling in the junior year, and three hours per week for agriculture and commercial law in the senior year.



## COURSE D

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### A FOUR-YEAR ACADEMIC COURSE FOR GRADUATES OF GRAMMAR SCHOOLS

A four-year academic course, corresponding to the high school courses of the state, is offered to those students who do not desire to teach, but who wish to prepare for entrance to college or university, or to supplement their grammar school education by a non-professional course.

For the Academic Diploma a student must have completed 17 units or credits, at least half of which must be taken in this school. Twenty-one and one-half units of work are offered in this school, which are acceptable for the Academic Diploma. Of the seventeen units required thirteen and one-half units are compulsory and the other three and one-half units are elective and may be selected from the remainder of the twenty-one and one-half units, chosen from any of the groups named below.

#### GROUPS

| Units Offered                           | Units Required  |
|-----------------------------------------|-----------------|
| 2½ History .....                        | 2               |
| 3½ English .....                        | 3               |
| 3 Mathematics:                          |                 |
| Arithmetic .....                        | ½ unit          |
| Algebra .....                           | 1½ unit         |
| Geometry .....                          | 1 unit          |
|                                         | 2½              |
| 3½ Science:                             |                 |
| Biology .....                           | 1 unit          |
| Physics and Chemistry .....             | 1 unit          |
| Physiology .....                        | ½ unit          |
| Physiography and Geography .....        | 1 unit          |
|                                         | 2               |
| 5 Languages:                            |                 |
| Latin .....                             | 2, 3 or 4 units |
| German .....                            | 2 units         |
| Spanish .....                           | 2 units         |
|                                         | 4               |
| 4 Vocational Subjects:                  |                 |
| Drawing .....                           | 1 unit          |
| Agriculture .....                       | 1 unit          |
| Music .....                             | 1 unit          |
| Manual Training or Home Economics ..... | 1 unit          |
|                                         | 4               |
| <hr/> 21½                               | <hr/> 13½       |

## Special Vocational Courses

---

Six special courses are now offered which lead to graduation and to a special diploma entitling the holder to teach or supervise a special line of work in the public schools of the State.

- (a) School Art,
- (b) Industrial Arts,
- (c) Home Economics,
- (d) Kindergarten Training,
- (e) Agriculture,
- (f) Commerce.

Candidates for admission to any of the above courses must qualify under one of the following conditions:

(1) Students pursuing the five-year Normal Course must have completed the 15 units required in the first three years of said course, including the unit of vocational work corresponding to the special line selected.

(2) Graduates from a full four-year academic course must present recommendations for special training and ability along the line of the particular vocational course selected. These references must be signed by the instructor under whom the special work has been taken and by the principal of the high school or academy, and the candidate must file with the head of the department a description of the courses pursued, a statement of grades received, and, where practicable, samples of work done.

(3) Candidates who are not graduates of any high school, but who have to their credit work equivalent to that required in Course A, pages 14-15, may be admitted to any of these courses under such conditions as the heads of the respective departments may require.

## SPECIAL COURSE IN ART

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A COURSE IN SCHOOL ART FOR THE TRAINING OF DEPARTMENTAL  
TEACHERS AND SUPERVISORS

### JUNIOR YEAR

| First Semester                 | Hrs. | Second Semester                | Hrs. |
|--------------------------------|------|--------------------------------|------|
| Psychology .....               | 5    | Pedagogy .....                 | 5    |
| Drawing & Painting (1).....    | 5    | Drawing & Painting (2).....    | 4    |
| Art History I .....            | 1    | Art History (2) .....          | 1    |
| Composition and Design (1).... | 5    | Composition and Design (2).... | 5    |
| Mechanical Drawing .....       | 4    | Out Door Sketching (1).....    | 2    |
| Academic Elective .....        | 5    | Art Crafts (1).....            | 3    |
|                                |      | Academic Elective .....        | 5    |

### SENIOR YEAR

| First Semester                 | Hrs. | Second Semester               | Hrs. |
|--------------------------------|------|-------------------------------|------|
| Methods and Teaching.....      | 5    | Methods and Teaching.....     | 5    |
| Art History (3) .....          | 1    | Art History (4) .....         | 1    |
| Costume Design .....           | 1    | Interior Decoration .....     | 4    |
| Composition and Design (1).... | 5    | Illustration .....            | 3    |
| Drawing and Painting (3).....  | 5    | Drawing and Painting (4)..... | 5    |
| Art Crafts (2) .....           | 5    | Out Door Sketching (2).....   | 2    |
| Academic Elective .....        | 5    | History of Education.....     | 5    |

## SPECIAL COURSE IN INDUSTRIAL ARTS

---

A COURSE IN INDUSTRIAL ARTS FOR THE TRAINING OF DEPART-  
MENTAL TEACHERS AND SUPERVISORS

### JUNIOR YEAR

| First Semester                | Hrs. | Second Semester              | Hrs. |
|-------------------------------|------|------------------------------|------|
| Psychology .....              | 5    | Pedagogy .....               | 5    |
| Academic Elective .....       | 5    | Academic Elective .....      | 5    |
| Composition & Design.....     | 5    | Pattern Making .....         | 5    |
| Turning & Lathe Practice..... | 5    | Case & Cabinet Con.....      | 4    |
| Mechanical Drawing (2).....   | 5    | Mechanical Drawing (3).....  | 3    |
|                               |      | Mechanical Drawing (4) ..... | 3    |

**SENIOR YEAR**

| First Semester           | Hrs. | Second Semester               | Hrs. |
|--------------------------|------|-------------------------------|------|
| Method and Teaching..... | 5    | Method and Teaching.....      | 5    |
| Academic Elective .....  | 5    | History of Education.....     | 5    |
| Art Crafts (2) .....     | 5    | Interior Decoration .....     | 4    |
| Forge Practice .....     | 4    | Machine Shop Practice.....    | 5    |
| Sheet Metal Work.....    | 2    | Foundry Practice .....        | 1    |
| Machine Design .....     | 4    | Economics of Man. Train.....  | 2    |
|                          |      | Shop Courses & Practices..... | 3    |

**SPECIAL COURSE IN HOME ECONOMICS**

A COURSE IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

**JUNIOR YEAR**

| First Semester              | Hrs. | Second Semester              | Hrs. |
|-----------------------------|------|------------------------------|------|
| Psychology .....            | 5    | Pedagogy .....               | 5    |
| Composition and Design..... | 5    | Geography or Acad. Elec..... | 5    |
| Bacteriology .....          | 5    | Physiology .....             | 5    |
| Household Physics .....     | 5    | Household Chemistry .....    | 5    |
| Home Economics (2).....     | 5    | Home Economics (12).....     | 5    |

**SENIOR YEAR**

| First Semester            | Hrs. | Second Semester           | Hrs. |
|---------------------------|------|---------------------------|------|
| Method and Teaching.....  | 5    | Method and Teaching.....  | 5    |
| Ethics or Acad. Elec..... | 5    | History of Education..... | 5    |
| Home Economics (21).....  | 5    | Home Economics (22).....  | 7    |
| Home Economics (23).....  | 5    | Home Economics (24).....  | 5    |
| Home Economics (25).....  | 5    | Home Economics (26).....  | 3    |
| Costume Design .....      | 1    |                           |      |

**SPECIAL COURSE IN AGRICULTURE**

A COURSE IN AGRICULTURE FOR THE TRAINING OF SPECIAL TEACHERS AND SUPERVISORS

**JUNIOR YEAR**

| First Semester               | Hrs. | Second Semester         | Hrs. |
|------------------------------|------|-------------------------|------|
| Psychology .....             | 5    | Pedagogy .....          | 5    |
| Academic Elective .....      | 5    | Academic Elective ..... | 5    |
| Bacteriology .....           | 5    | Physiology .....        | 5    |
| Animal Husbandry .....       | 5    | Animal Husbandry .....  | 5    |
| Agricultural Chemistry ..... | 5    | Agronomy .....          | 5    |



## SENIOR YEAR

| First Semester               | Hrs. | Second Semester              | Hrs. |
|------------------------------|------|------------------------------|------|
| Methods .....                | 5    | Methods .....                | 5    |
| Teaching .....               | 5    | Teaching .....               | 5    |
| Ethics .....                 | 5    | History of Education.....    | 5    |
| Horticulture .....           | 5    | Dairying .....               | 5    |
| Rural Economics .....        | 3    | Rural Economics .....        | 3    |
| Agricultural Education ..... | 2    | Agricultural Education ..... | 2    |

## SPECIAL COURSE IN KINDERGARTEN TRAINING

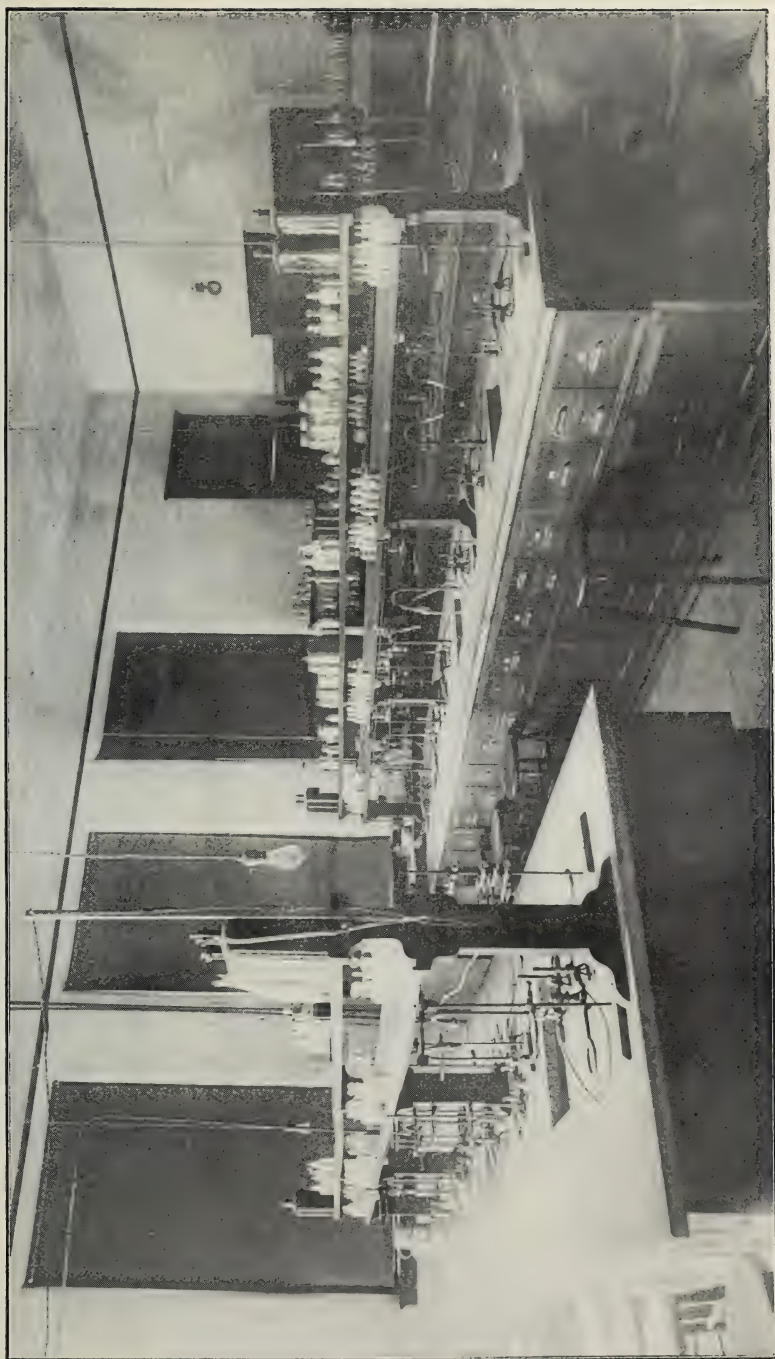
A COURSE FOR THE TRAINING OF KINDERGARTEN AND PRIMARY  
TEACHERS AND SUPERVISORS

## JUNIOR YEAR

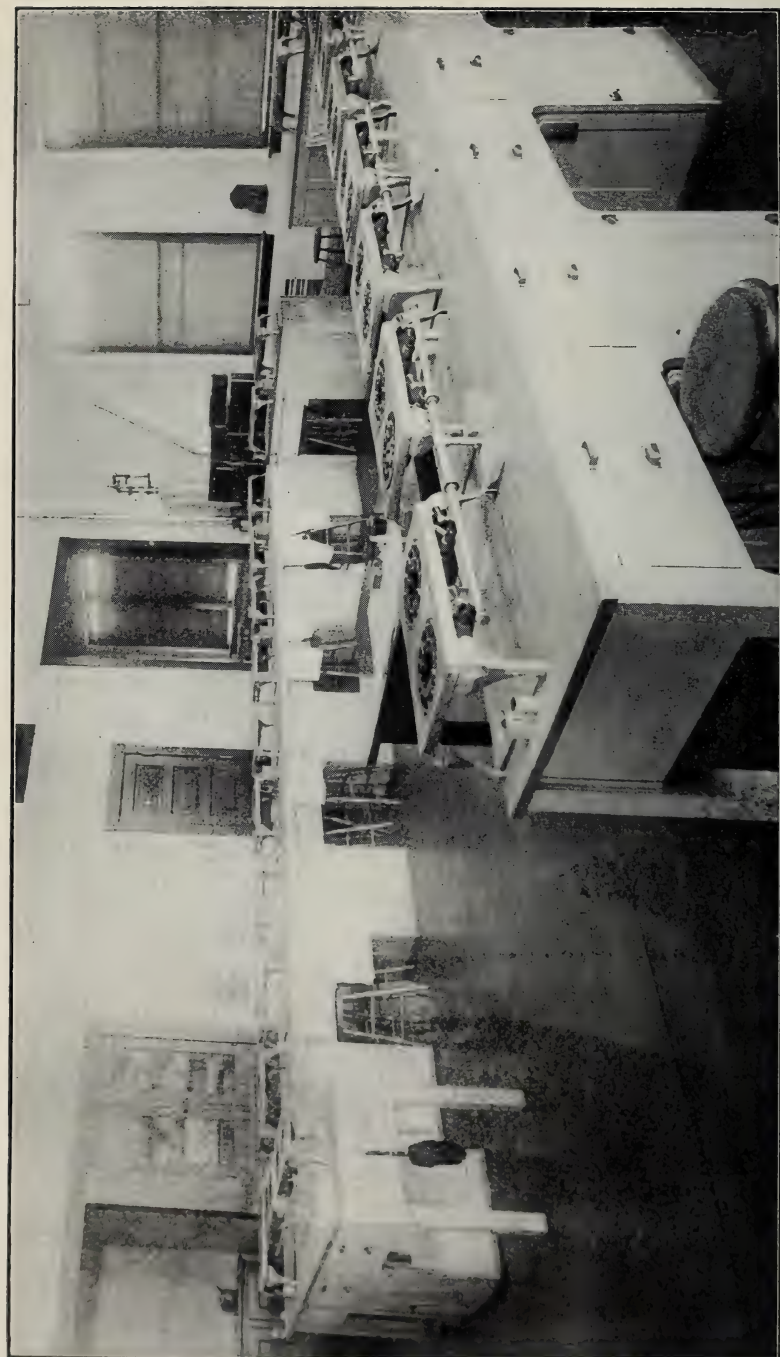
| First Semester              | Hrs. | Second Semester                           | Hrs. |
|-----------------------------|------|-------------------------------------------|------|
| Psychology .....            | 5    | Pedagogy .....                            | 5    |
| Reading .....               | 5    | Physiology .....                          | 5    |
| English Grammar .....       | 5    | Literature .....                          | 2    |
| Music .....                 | 2    | Juvenile Literature .....                 | 2    |
| Drawing .....               | 2    | Music .....                               | 2    |
| Kindergarten Theory .....   | 2    | Drawing .....                             | 2    |
| Kindergarten Technics ..... | 5    | Sociology .....                           | 2    |
| —                           | 26   | Kindergarten Theory and<br>Technics ..... | 5    |
|                             |      |                                           | 25   |

## SENIOR YEAR

| First Semester                            | Hrs. | Second Semester                                   | Hrs. |
|-------------------------------------------|------|---------------------------------------------------|------|
| Methods .....                             | 5    | Methods .....                                     | 5    |
| Teaching .....                            | 5    | Teaching .....                                    | 5    |
| Ethics .....                              | 5    | History of Education.....                         | 5    |
| Extemporaneous Speak-<br>ing (2) .....    | 5    | Maternal Efficiency and<br>Child Hygiene (2)..... | 5    |
| Literature (2) .....                      |      | Nature Study (1).....                             |      |
| Nature Study (1).....                     |      | Music (2) .....                                   |      |
| Kindergarten Theory and<br>Technics ..... | 5    | Kindergarten Theory and<br>Technics .....         | 5    |
| —                                         | 25   | —                                                 | 25   |



CHEMICAL LABORATORY



VIEW OF DOMESTIC SCIENCE LABORATORY

## DEPARTMENT OF COMMERCE

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The details of the course of study for this department are yet to be arranged. The qualifications for entrance are similar to those required for entrance to the other special vocational courses. In addition to the requirements in stenography, type-writing, commercial law, bookkeeping, business English and arithmetic, there will be included courses in general economics, labor problems, transportation, commercial geography, public finance, taxation, public utilities, tariff history, municipal accounting, auditing, money market, banking, government, business organization, salesmanship, advertising, and such other courses as will bring the department up to a first class school of commerce and business efficiency.

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## Analysis of the Course of Study

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INTRODUCTION: The primary aim of a Normal School is the training of teachers, and this is made prominent throughout all the courses except the academic course. In each department the teacher not only teaches his class, but he discusses with the students the method of presentation and requires them to note his plan of work in all parts of the subject. Thus the teaching idea is made dominant in the minds of all Normal students from the beginning of the course by making every subject a study in method all the time. The relation between the professional and academic work is maintained during the Senior Year by the student teachers consulting frequently with the members of the Normal faculty who have charge of the subject which they are teaching in the Training School. The members of the Normal School faculty are also expected to prepare outlines of work for special lessons, and lectures pertaining to the methods of teaching their special subjects and to present the same to the Senior Class.

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## AGRICULTURE

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MR. GRIFFING

Agriculture is presented primarily from the educational standpoint. Not only are lines of work given to prepare every prospective teacher for teaching nature study and agriculture



in the elementary schools, but special courses are offered to those who desire additional preparation in this line, and a two-year course prepares students for the work of special teachers of agriculture.

For the indoor work there is an adequate laboratory equipment both for demonstration of fundamental principles by the instructor and for experiment by the pupil. Elaborate sets of slides for the stereopticon, and photographs or prints for the balopticon, make it possible for nearly every phase of agricultural work to be presented by illustration.

For outside work, which the climate permits during every month of the school year, fifty acres of land are available. This is used for school gardens, demonstration and experiment with various crops, and to the production of livestock and their products. The dairy, hog-lot, and poultry yard, not only supply fresh milk, meat, and eggs to the dining hall, but furnish an opportunity for first-hand study of the best possible types of farm animals. The dairy herd is made up largely of Holstein-Frisian individuals of advanced registry stock selected for perfection of type, and headed by "Sir Korn-dyke Johanna Phoenix," the grand champion at the Arizona State Fair in 1915. In the hog-lot the Duroc-Jersey breed of swine is represented by a number of individuals of outstanding merit and headed by "Tempe Chief," a son of the famous "Select Chief," the Grand Champion of the Missouri Valley.

**AGRICULTURE 1. ELEMENTARY AGRICULTURE.** This course is designed to give a general survey of all phases of agriculture for the benefit of those who cannot make a more detailed study of the subject, and to furnish a foundation for the work of the teacher. Emphasis will be placed on fundamental principles as applied to local conditions. Some of the topics taken up will be as follows: Origin and kinds of soils, movements of soil moisture, the plant in its relation to the soil, tillage and cultivation, irrigation, drainage, water conservation, soil improvement, field crops, gardening, horticulture, farm stock, dairying and poultry. Each member of the class is required to make a garden and to take part in such activities about the field or campus as may have a special bearing upon the subject.

**Text-books:** Waters', *The Essentials of Agriculture*, The MacMillan Co.; *Bulletins from the U. S. Department of Agriculture*, and the *State Experiment Station*.

**AGRICULTURE 2. ANIMAL HUSBANDRY.** A study of breeds of stock, stock judging, diseases of farm animals, animal

improvement, composition of feeds, and the care and feeding of animals.

Text-book: Harper's Animal Husbandry, The Mac-Millan Co.

Five times a week throughout the Junior year.

**AGRICULTURE 3. AGRICULTURAL CHEMISTRY.** This course is based upon previous work in chemistry and consists of the practical application of chemistry to the various phases of agricultural work. The composition of plant and animal bodies; the reactions in plant and animal life processes; the composition of feeds and their relation to the needs of the animal body; the chemistry of soils, of fertilizers and of alkalies; and the chemistry of dairying are some of the subjects taken up.

Literature: Snyder, Chemistry of Plant and Animal Life, Orange Judd Co.; Henry, Feeds and Feeding, published by author, Madison, Wis. Bulletins from U. S. and State.

Junior year, first semester, five times a week.

**AGRICULTURE 4. AGRONOMY.** In this course an intensive study is made of soils in both the field and laboratory. Fertilizers, crop rotations, irrigation, drainage, and dry farming are taken up in detail. In the last part of the course each one of the field crops is studied in turn with special emphasis upon crops grown in Arizona. Plant diseases are given careful consideration.

Literature: Burkett, Soils, Orange Judd Co.; Wilson and Warburton, Field Crops; current literature; bulletins from the State and U. S.

Junior year, second semester, five times a week.

**AGRICULTURE 5. DAIRYING.** Dairying will be taken up largely from the standpoint of milk production in the farm dairy. Types of dairy cattle, herd improvement through selection and grading, herd testing, testing for advanced register, dairy bacteriology, use of dairy equipment, and dairy sanitation are some of the subjects considered.

Text-book: Wing's Milk and Its Products, The Mac-Millan Co.

Senior year, second semester, five times a week.

**AGRICULTURE 6. HORTICULTURE.** Two lines of work are taken up in this course, vegetable growing and the study of the production of fruits. The truck crops best adapted to

Arizona climates are studied carefully in their relation to school gardening. Fruits adapted to this climate are given special attention, and actual practice is given in grafting, budding, setting young trees, pruning and spraying.

Literature: Wickson, California Fruits and How to Grow Them, Pacific Rural Press, San Francisco; and California Vegetables, by the same author. Bulletins and current magazines.

Senior year, first semester, five times a week.

AGRICULTURE 7. AGRICULTURAL EDUCATION. This course presents methods of teaching elementary agriculture. During the first part of the year, a review will be made of the fundamental principles of elementary agriculture similar to the work outlined in Agriculture 1. This work will be supplemented with actual practice in making school gardens. Attention will be given to the performance of simple laboratory exercises that can be performed in any school room. The management of school gardens, the direction of field trips and observations, the collection of specimens of local weeds, insects, plant diseases and other material for use in the school room will be taken up. Special attention will be given to the study of recent movements in agricultural education, community work, the organization of boys' and girls' clubs and the specific agricultural problems of Arizona. The work in the class room will be supplemented by actual practice in teaching the grades of the training school.

Literature: Parson, School Gardens, Sturgis & Walton; Hemenway, How to Make a School Garden, Doubleday, Page & Co.; Warren, Elements of Agriculture, MacMillan Co.; Hilgard & Osterhout, Agriculture for Schools on the Pacific Slope, MacMillan Co.; Davis, Rural School Agriculture, Orange Judd Co.; Bulletins and current literature.

Required for all Seniors in the professional course, twice a week throughout the year.

AGRICULTURE 8. RURAL ECONOMICS. The social and economic problems of rural life, a history of recent movements for the betterment of rural conditions, community co-operation and activity, and the relation of the rural school to community problems are some of the subjects taken up.

Text-book: Gillette's Constructive Rural Sociology, Sturges & Walton Co.

Senior year, three times a week, throughout the year.

## ART DEPARTMENT

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MR. ANDERSON ; MISS AVAKIAN

The aim here is two-fold: First, to develop in the student the power to know and the ability to express, in the several media, facts of form; to familiarize him with the science and art of color in producing relations of harmony; to train in the appreciation of good composition and design so that art and industry may be brought into close relationship. Second, to qualify graduates to act as teachers or supervisors of drawing and of art education.

This department is liberally supplied with all the material and apparatus necessary for the class room, such as drawing and modeling stands, easels, color wheels, charts, lockers, still-life models, drawing papers, casts, potter's wheels, kilns, books of reference etc. Aside from two large drawing rooms, we have one for clay modeling and one for firing, glazing and casting. The exercises in clay modeling include work from plant and animal life, the making of tiles and pottery, modeling from cast, illustrative topics from the human figure, the production of designs for useful objects, use of potter's wheel, glazing of pottery, care and use of kiln.

**DRAWING 1:** This embraces brush practice, elementary perspective, type-forms and objects based upon these, nature drawing in pencil, colored crayons, charcoal and water colors, blackboard practice, elements of design with application in problems for construction, plant and animal motives in designs, the making of scales in the study of color values, practice in the laying of flat washes, elements of mechanical drawing, memory drawing, exercises in clay modeling, lettering, Egyptian art.

First year, four times a week.

**DRAWING 2:** Work of this course includes study in light and shade, pen-and-ink drawing, charcoal from cast, pose drawing for poster effects, illustration, wash drawing, perspective, pencil technique, out-door sketching, mechanical drawing to give knowledge of conventions and methods of drafting, applied design, adapting subject-matter to different shapes in the problems of decoration, lettering, clay modeling, Greek art.

Third year, two times a week, prerequisite, Drawing 1.



**FOR HIGH SCHOOL GRADUATES—DRAWING 1:** The topics in drawing for this course will be selected from those of the first and third years and the work adapted to the needs and ability of the class.

Junior year, two times a week.

**DRAWING 2:** This work will include brush practice, pencil and crayon study, exercises in water colors, freehand perspective composition, applied design, illustrative drawing, blackboard practice, study of pictures and masterpieces of art, lettering, clay modeling, method and practice in the teaching of drawing and the making of outlines of work for the first eight grades.

Senior year, two times a week.

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### **SPECIAL COURSE IN ART**

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#### **A COURSE IN ART FOR DEPARTMENTAL TEACHERS, COVERING JUNIOR AND SENIOR YEARS**

Fifteen hours in each of these years will be devoted to departmental, and ten hours to academic and professional work. See outline for the entire course.

**DRAWING AND PAINTING 1:** Junior year, first semester, five hours. This will include drawing and painting from still-life, plant, and landscape in pencil, charcoal, brush and ink, crayon and water colors, memory drawing, composition, pose drawing for poster effects.

**DRAWING AND PAINTING 2:** Junior year, second semester, five hours. Continuation of Course 1. Study from still-life and cast in charcoal and wash, painting of plant, landscape and figure in water color, practice in work adapted to the grades, blackboard drawing.

**DRAWING AND PAINTING 3:** Senior year, first semester, four hours. Critical study of drawings and paintings by noted artists, study of color harmony from Japanese prints, drawing from life and cast in charcoal and wash, painting in water colors, illustrative drawing and painting from thoughts furnished by the training school.

**DRAWING AND PAINTING 4:** Senior year, second semester, five hours. Continuation of Course 3. Groups, interiors, land-

scape and figure composition in charcoal, pencil, crayon, water colors and oils, outdoor work.

**ART HISTORY 1:** Junior year, first semester, one hour. Study of masterpieces of architecture, sculpture, painting and crafts irrespective of country or period for the formation of correct standards of criticism and appreciation.

**ART HISTORY 2:** Junior year, second semester, one hour. Historical development of the "space arts" as influenced by race, climate, natural resources, religion, and thought of various countries and periods, primitive, Egyptian, Assyrian, Greek and Roman Art.

**ART HISTORY 3:** Senior year, first semester, one hour. Early Christian and mediæval art in Europe and Asia.

**ART HISTORY 4:** Senior year, second semester, one hour. Modern art and its tendencies.

**COMPOSITION AND DESIGN 1:** Junior year, first semester, five hours. Principles of design developed through creative exercises aiming for fine arrangements in line, notan, and color, using plant, animal, and abstract motifs. Study of color theory and its bearing upon color harmony.

**COMPOSITION AND DESIGN 2:** Junior year, second semester, five hours. Work correlated with Art Crafts 1, design applied to textiles, relation of design to material—its limitations and possibilities.

**COMPOSITION AND DESIGN 3:** Senior year, first semester, five hours. Continuation of Course 2. Advanced problems in design and working designs for Art Crafts 2.

**MECHANICAL DRAWING:** Junior Year, first semester, four hours. See Courses 3 and 4 under Manual Training.

**OUTDOOR SKETCHING 1:** Junior year, second semester, two hours. Study of values, massing light and dark, composition, study of technique from masterpieces, sketching in charcoal, pencil, colored crayon.

**OUTDOOR SKETCHING 2:** Senior year, second semester, two hours. Time sketching, landscape and figure in water colors and oils.

**ART CRAFTS 1.** Junior year, second semester, three hours. Stenciling and wood-block printing; elementary bookbinding,

including the making of portfolios, blotter pads, laced and sewed books, cardboard construction; study of the adaptation of design to the material.

**ART CRAFTS 2:** Senior year, first semester, five hours. Clay modeling and pottery, including glazing and firing; art work in copper and brass; leather modeling, to include tooling, coloring and constructive problems.

**INTERIOR DECORATION:** Senior year, second semester, four hours. Application of the principles of design and color to the home; problems in architectural detail, house decoration, furniture, carpets and interior plans; study of all the elements that go to make for better home surroundings.

**COSTUME DESIGN:** Senior year, first semester, one hour. Study of costume as a phase of design. The lines and proportions of the human figure studied with a view to the intelligent application of principles. Special emphasis placed upon the solution of problems dealing with individual needs in line and color.

**ILLUSTRATION:** Senior year, second semester, three hours. Illustrations as book decorations harmonizing in treatment with the printed page and subject-matter. The combination of pictorial interest with decorative elements. Reproductions from work of noted illustrators. Original illustrations made for passages from literature. Mediums used: charcoal, crayon, pen and ink, and water colors.

In order to secure a recommendation in drawing, special work in this subject may be elected in the Junior and Senior years.

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### COURSES A AND C

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The work of this course will consist of a more intensive study of the subject together with methods of presentation to enable the student to take charge of drawing in addition to the regular grade teaching.

#### COURSE A

Drawing may be substituted for music and writing in the Junior year and agriculture in the Senior year.

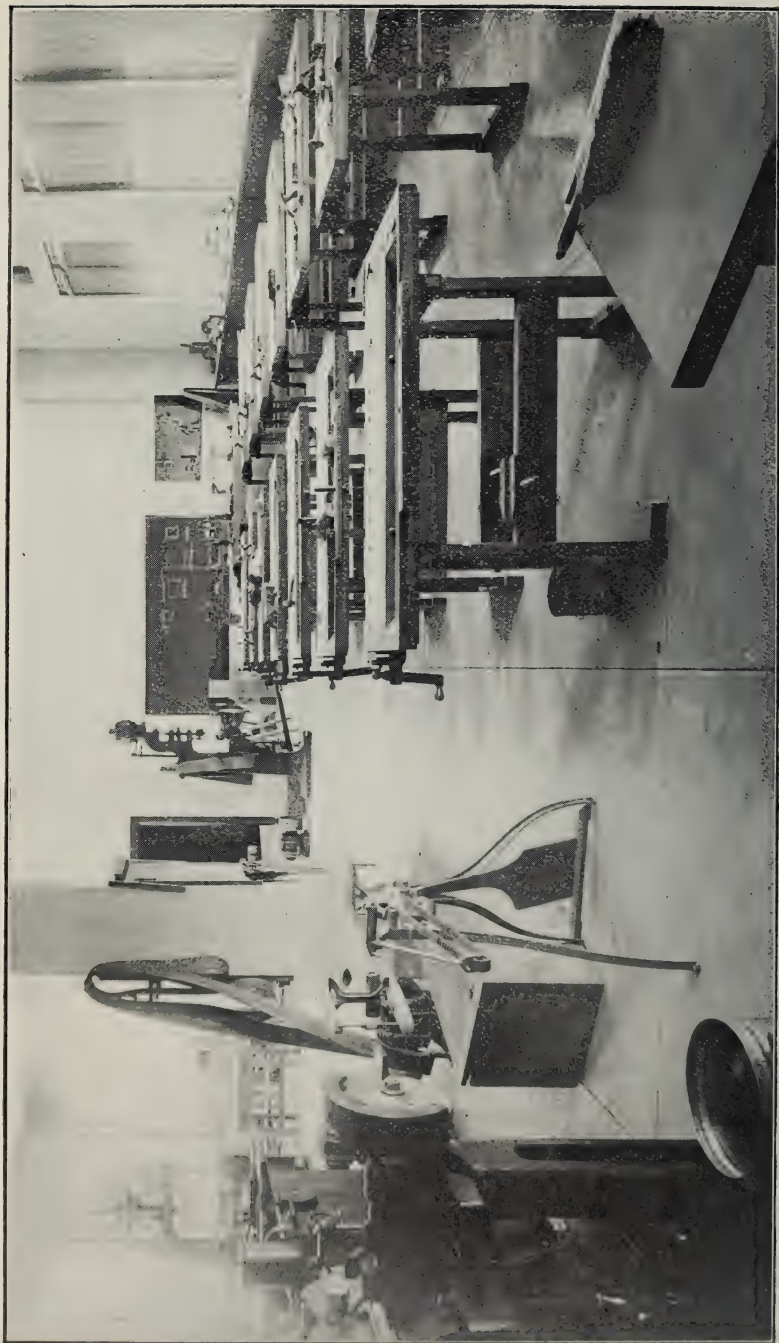
#### COURSE C

Drawing may be substituted for spelling and reading in the Junior year and for agriculture in the Senior year.



ANOTHER VIEW OF LIBRARY





VIEW OF MANUAL TRAINING SHOP

## BIOLOGY

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MR. BECKWITH

The department of Biology occupies the second floor of the Science Building. It consists of a museum, a lecture and recitation room, a large laboratory for Zoology and Botany, a laboratory for Bacteriology and a darkroom for photography.

The equipment is modern and up-to-date. During the past two years a large amount of apparatus has been placed in the laboratories and the department is now in a position to conduct courses that are not hampered by the want of necessary equipment or apparatus.

The purpose of the work conducted in this department is to give thorough instruction in a limited number of courses, suited to the needs of elementary students in science. No attempt is made to cover advanced college work.

**GENERAL BIOLOGY:** First year; three recitations and four laboratory periods per week; required of all students not presenting entrance credits in Biology. Textbook: Hunter, *A Civic Biology*, American Book Co., \$1.25.

This course, which is the first science taught in the Tempe Normal School, endeavors to teach students to solve problems and to think logically in so doing. It is, therefore, intended as a basis on which to build more advanced courses in science.

The subject matter is equally distributed between the plant and animal kingdoms. Some of the fundamental principles of biology are emphasized and an effort made to apply them to the life of the individual. Experimental demonstrations by the instructor and laboratory work by students make the work interesting and concrete.

**BACTERIOLOGY:** Junior year, first semester. Required of all students taking professional work in Domestic Science or Agriculture. Laboratory work and recitations amounting to five hours each week.

This course endeavors to furnish students with practical information concerning bacteria, yeasts, and molds. Instruction will be given in the structure, growth and culture of micro-organisms. Each student will learn to use the high powers of the microscope and will be given opportunity to prepare per-

manent amounts of certain non-pathogenic bacteria, yeasts, and molds.

Such questions as sterilization, preservation of foods, fermentation, chemical synthesis brought about by micro-organisms and micro-organisms in their relation to health will be emphasized.

Textbooks: Buchanan and Buchanan, *Household Bacteriology*, Macmillan Co., \$2.25; V. A. Moore, *Laboratory Directions for Beginners in Bacteriology*, Ginn & Co., \$1.00.

**PHYSIOLOGY:** The general idea of life processes which the student has acquired in the course in biology are better worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class demonstrations. The health and efficiency of the human body are being more and more esteemed and the point of view that regards the human body as a living mechanism is not only the foundation of physiology, hygiene and sanitation, but particularly concerns intellectual and moral behavior. Therefore we bring into greater prominence the right conduct of physical life, hygiene, and sanitation, and reduce anatomy to its lowest terms. Experimental work is done in the physiological laboratory throughout the course, and an especial effort is made to bring out the importance of sanitary living. Diet, exercise, bacteria, parasites, and other factors of health are given an ample place in the course. Each student is required to prepare and present to the class a report on some of the more common diseases, including their cause, symptoms, methods of treatment, and relation to the life of the community. The course as given not only gives to each student some valuable information which all of us should possess but also affords prospective teachers a practical knowledge of physiology sufficient for the needs of the public school teacher of physiology and hygiene.

Textbook: Hough and Sedgwick, *The Human Mechanism*, price \$2.25, Ginn & Co.

The course continues through the second semester. Junior year. Credit, 5 hours.

## COMMERCIAL LAW

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**COMMERCIAL LAW:** The aim in this subject is to acquaint the student with the laws governing the common transactions of business life so he may be able readily to use these facts in a practical manner. Aside from this view of the subject, the reasoning faculties are brought sharply into operation. In the several topics, good opportunity is offered for logical thought in discussion and for precise expression in the framing of definitions. After each topic comes the review, which includes the citation of different cases with the decisions of the several judges in these cases, and this is followed by practical problems. The principal topics presented are: contracts, sales of personal property, negotiable instruments, bailments, agency, partnership, corporations, insurance, credit and loans, real property, pleading and practice.

Senior year, one semester, once a week.

Textbook: D. C. Gano, Commercial Law, American Book Company.

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## EARTH SCIENCE

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MR. HIATT

**PHYSIOGRAPHY:** The relation of the earth to the other bodies in space is briefly discussed, particularly with reference to the change of seasons and its climatic effect. This is followed by a discussion of the plan of the earth and its broad general features in their relation to world economy. This leads to the study of the physiographic processes supplemented by special studies of selected typical regions through the medium of the government topographic maps, of which the school keeps a large and well assorted stock. Field trips are employed for the study of local features and for the better illustration of processes. In connection with the study of climate the students are taught to make and record daily observations of the chief elements of the weather. For this purpose the laboratory is equipped with a full set of standard thermometers, barometers, wind vane, and anemometer. The Phoenix weather map is received daily and is used in connection with this work. The equipment includes a representative collection of rocks and minerals and the necessary wall maps, charts, relief maps, sand table, thermograph, barograph, and



a large and growing collection of lantern slides illustrating topographic forms. Junior year, first semester, five times a week. Textbook: Dryer's High School Geography.

**GEOGRAPHY:** This course forms a continuation of the first semester's work in physiography. The relations of the earth to man are brought out in brief treatment of economic geography. This is followed by a course in regional geography in which the division of the earth into natural provinces is emphasized in order that the student may have a broad comprehension of the earth as a whole and thus obtain a clear understanding of the relation of one region to another. Type regions are studied in detail, the students learning to present the various facts of geography by the construction of maps, curves, diagrams and other forms of graphic expression. Notebook work is required, and each member of the class is required to write a thesis of some extent upon some topic which requires the application of the principles studied. This course affords an opportunity for a general review of the subject preparatory to teaching. For this reason the student's attention is constantly directed toward methods of presentation, and devices for illustration are discussed. Junior year, second semester, five times a week. Textbook: Dryer's High School Geography.

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## ENGLISH

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MR. FELTON ; MISS PILCHER

Instruction in English aims to secure a knowledge of correct forms of expression, an appreciation of good literature, and ease and facility in expressing thought in oral and written forms. To accomplish these ends courses are given in word analysis, grammar and analysis, rhetoric, composition, theme writing, reading and literature. The work done in these courses is based on the requirements for college and university entrance as outlined by the American Board of College Entrance.

**ENGLISH 2. ENGLISH LITERATURE AND COMPOSITION—**Second year, first and second semester. This course has three main purposes: first, to give a general view of the origin and growth of English literature; second, to develop in the student an appreciation of the best literature of the different periods by a thoughtful interpretation of selections from each.

and by collateral readings from which reports are made; third, to exercise the student in collecting, arranging and presenting material in the form of well written papers. Selections from Chaucer, Bacon, Shakespeare, Milton, Pope, Goldsmith, Burns, Carlyle and Tennyson are read and discussed in class. Instruction in the use of the library is given. Textbook: Painter's English Literature, Benj. H. Sanborn & Co., \$1.25.

ENGLISH 3. AMERICAN LITERATURE—Third year, first and second semesters. Appreciation and enjoyment of the best that has been written by American authors, together with a thorough comprehension of the place of literature in the life and thought of the nation, is the aim of this course. The characters of the individual authors, particularly of the New England group, are studied. Collateral readings and instruction in the use of the library are required. Last year the following classics were read: Emerson, Selected Essays; Poe and Irving, Short Stories. Besides these general studies, the individual students select novels by the best of American fiction writers, read them carefully, and make oral and written reports upon them in class. Composition, based upon phases of literary development, and upon the classics read, is required throughout the year. Textbooks: Howe's American Literature, D. C. Heath & Co.; The Chief American Poets, Houghton, Mifflin & Co., \$1.75.

ENGLISH. GRAMMAR AND METHODS—One semester, Junior year. First or second semester. This course aims at the complete mastery of English sentence structure, and the essentials of English etymology. Drills in parsing and analysis are required. The variant terminology of English grammars in common use is compared and tabulated, and methods of teaching the subject in a plain, logical manner are presented. Each student uses a selected text and a general comparison of authorities is made.

ENGLISH 1. RHETORIC AND COMPOSITION—First year. The aim of this course is to give the students power to write simple and clear, correct, forcible English. Theme writing is required from the first. In order that a suitable freedom of expression may be developed most of the themes are based upon personal experience and observation. High standards in clearness, correctness and force are rigidly required. Some attention is devoted to the technical side of rhetoric. Exercises for the improvement of dictation, unity and coherence, together with the principles governing their application, are

supplemented with the regular theme requirements. Narration, with special observation of plot and orderly sequence, is studied. Description, exposition and very simple argumentative discourse follow the study of narrative. All papers are discussed and corrected in class or by individual consultation with the instructor. Selections from our best modern prose writers are studied as models for the study of imagery, plot and character delineation.

Wooley's Hand Book of Composition, D. C. Heath & Co., 70 cents; Clippinger's English Composition, Silver Burdette & Co., \$1.00, are used as textbooks.

**SPELLING AND WORD ANALYSIS:** As words are of no use to us any further than they are understood, the study of spelling and word analysis is a preparation for work in every subject. The purpose of the course is two-fold: to teach written spelling and to enlarge the student's vocabulary. Words selected for study in this course will come from two courses: words misspelled in the themes written by the class in their rhetoric and composition, and words which are to be studied with regard to their analysis and use. As a preparation for this work phonetics, interpretation and diacritical marks as used in Webster's Dictionary and syllabification will be studied. The words chosen for analysis will be those that are, or ought to be, in the student's vocabulary. By frequent contests and by dictated exercises in which the commonly misspelled words will often occur, the correct spelling of these words will be fixed in the memory not only as isolated words but as they occur in sentences. Required of first year students.

The work in advanced word analysis and composition demands five hours a week during the last semester of the Junior year. The subject is also required of students who enter the Normal School as graduates of a high school, and is considered a part of the professional course. In the Junior year the work is discussed before the class in order to give practical illustrations of the methods of teaching spelling and word analysis in the public school. Textbooks: Webster's Academic Dictionary, American Book Company. \$1.50.

## GERMAN

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MISS SALMANS

The course in German is provided to fill the needs of those students who wish to pursue more advanced work after leaving the normal. Two years of German are accepted as two units by the leading universities of the United States. The two-year course is elective in the Junior and Senior years.

**ELEMENTARY GERMAN**—Essentials of grammar, reading and conversation. Conducted as far as possible in German. The syntax and idioms are acquired by repeated exercises and dictation. Textbooks: Allen and Phillipson, *A First German Grammar*, Ginn & Co.; Hempl, *Easiest German*, Ginn & Co.; Zschokke, *Der Zerbrochene Krug*, American Book Co.; and a simple play by Benedix or other equally easy author.

**ADVANCED GERMAN**—Constant review of grammar, composition, and sight reading. Much stress is laid on the correct use of the idioms. German is the language of the class. Textbooks: Ball, *German Drill Book*, D. C. Heath & Co.; Storm, Immensee, Scott, *Foresman Co.*; Allen, *First German Composition*, H. Holt & Co.; Hillern, *Hoeher als die Kirche*, Chas. Merrill Co.; and a standard drama.

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## HISTORY AND CIVICS

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MR. MURDOCK

The work, as outlined in the courses below, is of high school rank, but since many who are enrolled in these classes are of more mature years, an effort is made to fit the subject matter to the average ability of the students. Those more advanced students who enter classes in this department are encouraged to "break new ground" by going deeper into the subject, through the use of college references. The library is well equipped for all the sources, especially for the study of the history and government of the United States. Many periodicals relative to this department are on file in the magazine section. Considerable reference reading is required in each course. History is correlated with literature by carefully selected readings from the classics, both poetry and prose. The far reaching effects of environment upon man and his institutions is made clear through map work and the study of



geographic conditions. Great stress is laid upon the economic phase of history, as it largely determines the political and military phases, and is, therefore, greater than either. In these brief courses history is not studied so much as an end, but as a means. An attempt is made to train the student to discriminate—to select the important from the less important, and thus to be able to comprehend the significance of periods and movements. All of this is with a view of enabling a student through his knowledge of history to understand present conditions. "Without a knowledge of history one cannot read the modern newspaper or magazine intelligently." Students who do the work of this department are able, among other things, to clearly comprehend and intelligently discuss the great issues of the day.

**COURSE 1—ANCIENT HISTORY:** Second year. Text: Outlines of European History, Part I, Robinson and Breasted (Ginn, \$1.50). Supplementary reading: Divis's Greece and Rome, and others.

**COURSE 2—MODERN HISTORY:** Third year. First semester. Text: Outlines of European History, Part II, Robinson and Beard (Ginn, \$1.50). Supplementary reading: Green's A Short History of England, Andrew's and Myer's texts.

**COURSE 3—AMERICAN HISTORY:** Third year. Second semester. Text: American History, Muzzey (Ginn, \$1.50). Supplementary reading: Epoch Series, Elson's and American Statesmen Series.

**COURSE 4—SCIENCE OF GOVERNMENT:** Junior year. First semester. Text: Government and Politics in the United States, Guitteau (Houghton Mifflin, \$1.00). Supplementary reading: Bryce's and Beard's works on government and readings from Beard, Kaye and Reinsch.

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## HOME ECONOMICS

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MISS FRANCIS; MISS STEWART

The aim of the department of Home Economics is to give training in subjects which pertain to the "economic, sanitary and aesthetic aspects of food, clothing and shelter, as connected with their selection, preparation and use by the family in the home or by other groups of people."

There are three courses offered in home economics, one required of students in the first and third years, another a specializing course for training teachers in those branches of home economics usually taught in grammar schools. A special diploma is granted upon the satisfactory completion of this course. A third course is open to those not wishing to sacrifice the regular diploma for the home economics diploma but who wish more work in that field than it is possible for all students to take. A special recommendation will be granted to students who satisfactorily complete this course.

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### COURSE I

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**HOME ECONOMICS I—CLOTHING AND SHELTER:** First year. Three periods. Text: Kinne & Cooley, *Shelter and Clothing*, Macmillan, \$1.10; *Family Expense Accounts*, T. A. Brookman, D. C. Heath & Co., 60 cents.

A. Prerequisite—Clothing as given in the sixth, seventh and eighth grammar grades, or its equivalent.

*Textiles*—A brief course in textiles is given during the first quarter of the year, to give the students a knowledge of the major textile fibers and materials as all intelligent purchasers of textile materials should possess.

*Clothing*—Students purchase their own materials and are given work in the adjustment and use of commercial patterns, drafting patterns to their own measures, the fitting and making of garments, chiefly by machine. Where possible, work in ornamental stitches is given, and one hand made article, such as a bag or table runner, is made and a suitable design worked out in cross stitch or other embroidery.

*Shelter*—A few lessons at the end of the year are given to the study of the house, touching chiefly upon sanitation, furnishing and care.

*Money Values, Accounts, Budgets*—A brief course once a week is given with the hope that the students will realize the value of money, the percentage of various incomes that should be spent for food, clothing, shelter, etc., and the advisability of keeping accounts and forecasting budgets.

B. For those who have had no previous work in school. The course is changed to meet the needs of the students but in general is as follows:

*Textiles*—The same as A.

*Clothing*—Work in garment making, similar to A, but less difficult, and with more hand sewing provided; also repair work.

*Shelter*—When time permits, the work will be given as to the A Class.

*Money Values, Accounts, Budgets*—The same as A.

HOME ECONOMICS 2—FOOD: Third year. Three periods. Text: Kinne & Cooley, Foods and Household Management, Macmillan, \$1.10.

A. Prerequisite. Food as studied in the seventh and eighth grammar grades.

*Foods*—Laboratory experiments with the food stuffs giving the students a working knowledge of the principles of food cookery, followed by cooking several foods of each class. Source, composition and cost of foods, digestion and assimilation, dietaries, marketing, serving meals, laundry work and household management.

B. For those who have had no previous work in school. The work is similar to that in A, the chief difference being in the larger number of foods cooked and in the selection of those foods.

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## COURSE II

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A course in home economics for the training of teachers. See page 21 for the outline of the entire course, and admission requirements.

Prerequisite. Home economics 1 and 2, chemistry, physics and general subjects for entrance to the Junior year.

HOME ECONOMICS II: Junior year, first semester, five hours.

*Textiles*—First quarter.

History, development, source, production, commerce, manufacturing, uses, examination and identification of textile fibers and materials. Adulterations, hygiene and selection of materials, an introduction to textile chemistry, economic and sociological aspects of the textile industry.

Text: Woolman & McGowan, Textiles, Macmillan, \$2.00, supplemented by a well selected list of reference works.

*Clothing*—Second quarter. The making of all hand stitches and machine work with the use of attachments; both, applied to the construction of wearing apparel and other useful articles. Sewing methods and courses of study.

HOME ECONOMICS 12: Junior year, second semester, five hours.

*Foods*—Principles of food cookery through laboratory experiments with the foodstuffs, followed by detailed work in the preparation of foods. Methods in teaching foods and courses of study. Text: Forster & Weigley, Foods and Sanitation, Row, Peterson & Co., \$1.40.

HOME ECONOMICS 21: Senior year, first semester, five hours.

*Foods*—Prerequisite, Home Economics 12. Source, production, preservation, composition, nutritive value, digestion, selection, cost, preparation and serving. Text: Sherman, Chemistry of Food and Nutrition, Macmillan, \$1.50.

HOME ECONOMICS 23: Senior year, first semester, five hours.

*Clothing*—Prerequisite, Home Economics 11. Drafting, making and adjusting of simple patterns. Fitting in paper cambric. The making of one tailored shirt waist suit. Text: Kinne & Cooley, Shelter and Clothing, Macmillan, \$1.10.

HOME ECONOMICS 25: Senior year, first semester, five hours.

*Shelter and Household Management*—The house; situation, construction, plumbing, wastes, heating, lighting, ventilating, furnishing and care. Economics of the household. Laundry work. Emergencies.

HOME ECONOMICS 22: Senior year, second semester, seven hours.

*Food and Dietetics*—Prerequisite, Home Economics 21. Continuation of Home Economics 21. Marketing, planning, preparing and serving meals. Nutrition. The relation of food to the income. Diet in infancy and disease. Special problems.



HOME ECONOMICS 24: Senior year, second semester, five hours.

Prerequisite—Home Economics 23.

*Clothing*—The application of color and design to clothing and house furnishings. Special problems. The making of a dress for graduation. Additional problems in hand and machine work and use of attachments.

HOME ECONOMICS 26: Senior year, second semester, three hours.

*School Administration*—The relation of the special teacher to the school. School equipments, supplies, etc. Visiting schools and other field work.

*Note*—For detailed description of courses in bacteriology, household physics and chemistry, see the Science Department, pp. 31 and 56. For composition and design, and costume design, see the Art Department, pp. 29-30.

The work in methods will be given by the Home Economics Department with the exception of methods in drawing, which will be taken with the general method class. Each student will be required to teach grammar grade classes in foods and clothing.

Each student registered for courses in foods must wear as a uniform simple wash dress, white apron, white cap, holder and hand towel.

Students registered for Home Economics Course II are required to wear sensible, comfortable shoes with rubber heels of medium height. The uniform for laboratory work consists of a semi-tailored shirt waist suit of unfigured white material, and other articles above mentioned. Directions concerning the uniform and other required things should be obtained from the home economics office immediately after registration.

Lockers are provided; the deposit of 50 cents is refunded upon the return of the key.

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### COURSE III

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Open to Junior students who wish to secure the regular Normal diploma and a Special Recommendation in home economics.

Prerequisite. Home Economics 1 and 2 or similar work,

chemistry, and general subjects for entrance to the Junior year.

**HOME ECONOMICS 31:** Junior year, first semester, five hours.

*Textiles and Clothing*—Similar to Course II. Text: Woolman & McGowan, Textiles, Macmillan, \$2.00.

**HOME ECONOMICS 32:** Junior year, second semester, five hours.

*Foods*—Similar to Course 12. Text: Forster & Weigley, Foods and Sanitation, Row, Peterson & Co., \$1.40.

**HOME ECONOMICS 41:** Senior year, first semester, three hours. The emphasis in this course will be placed upon household management and nutrition.

**HOME ECONOMICS 42:** Senior year, second semester, three hours. Drafting of simple patterns, adjusting commercial patterns, fitting, making of garments and other useful articles, and teaching methods.

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## LATIN

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MR. HALL

The course in Latin begins the first year and extends over the first four years of the Normal course. Each of the four classes recites five periods a week for forty weeks each year, making 200 hours. The department is well equipped with a full set of Kiepert's wall maps and illustrative photogravures. The school library contains all the latest and most authoritative works of reference on classical antiquities in general, including history, geography, Roman life, topography, art, archæology, and literature. The reading room receives all the principal journals and magazines devoted to the classics. In fine, the equipment of the Latin department is one of the best in the southwest.

The course in Latin provides for two classes of students: the Normal student proper, who is preparing to teach in the public school system, receives a broader training, becomes a better master of English, and does better work as a teacher; secondly, the academic student is better prepared to enter col-

lege having four units to his credit of sixteen generally required for admission to the universities of Arizona and California.

In conformity with the report of the Commission on College-Entrance Requirements in Latin appointed by the American Philological Association, the amount and range of the reading required in this course for the full four years' work in Latin shall not be less *in amount* than Cæsar, *Gallic War I-IV*; Cicero, *Orations against Catiline, for the Manilian Law, and for Archias*; Vergil, *Aeneid I-IV*. But *in range* this amount or its equivalent may be selected from the following authors and works: Cæsar, *Gallic War and Civil War*, and Nepos, *Lives*; Cicero, *Orations, Letters and De Senectute* and Sallust, *Catiline and Jugurthine War*; Vergil, *Bucolics, Georgics, and Aeneid*, and Ovid, *Metamorphoses, Fasti and Tristia*; *Provided always that* this selection shall include the following as Prescribed Reading: Cicero, *for the Manilian Law* and *for Archias*; Vergil *Aeneid i-iii* and either *iv* or *vi*.

The course is outlined as follows for 1916-1917:

INTRODUCTORY: Pronunciation, syllabification, and inflection with constant drills and reviews and involving oral and written practice in the simple rules of syntax, with reading and dictation to train the ear as well as the eye, accomplishes the aim of the first year—to prepare thoroughly for second year work by the complete mastery of the fundamentals in form and expression. Considerable English grammar is reviewed and developed.

CAESAR: Riess & Janes, Cæsar's *Gallic War*, American Book Co., is the only text used for the second year work. Three recitations a week throughout the year in Cæsar and two in grammar and composition cover this course. The courses of these two years count for two units in all accrediting colleges.

CICERO: Harkness, Kirkland and Williams, Cicero's *Nine Orations*, American Book Co. The orations *against Catiline*, the orations *for Archias* and *for the Manilian Law*; also, if time permits, either *for Marcellus*, *for Ligarius*, and *the Fourteenth Phillippic*, or Merivale, Sallust's *Catiline*, The Macmillan Co. The class recites in Cicero four times a week throughout the year.

VERGIL: Greenough and Kittredge, *Aeneid*, Ginn & Co., Book i-iv will be read in the Junior year. The class recites

in Vergil four times a week throughout the year. Subject matter, literary and historical allusions and prosody as well as ability to translate will be demanded in all authors read.

GRAMMAR AND COMPOSITION: Every student in the Cicero and Vergil classes must have the following books: Nutting, *Advanced Latin Composition*, Allyn & Bacon; Allen & Greenough, *New Latin Grammar*, Ginn & Co.; Brown, *Latin Word List*, Ginn & Co. A thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose, will be rigidly required of each student upon the completion of the four years' work in Latin. Third year and Junior students recite once a week throughout the year upon this work.

New copies of all textbooks used in Latin will be demanded of each student and positively no second-hand copies will be allowed.

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## MATHEMATICS

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MR. FRIZZELL; MR. SCHAEFFER

Mathematics should form an important part of the course of study in a Normal School, for the logical product of such school is teachers of children, teachers who are to go into village and country and train children to become useful and competent citizens.

Since all persons should have legitimate and lucrative occupation, and since the science of mathematics is fundamental in all business calculation and in constructive work, it is readily seen that a careful study of this science is necessary to an adequate training for the duties incident to life. In the Tempe Normal School the effort is made to train the student in the manner that will best fit him for work as teacher and at the same time give him a comprehensive and thorough knowledge of the subject.

The course is presented under three heads, namely: Arithmetic, Algebra and Geometry.

ARITHMETIC I: Arithmetic is presented the second semester of the second year and also the first semester of the Junior year.



In the second year the endeavor is made to make a thorough study of the subject. Exhaustive drills are given in the fundamental operations, in fractions, decimals, proportion, etc.

Textbook: Silver Burdette Arithmetic, Third Book, Silver Burdette Co., Chicago, Ill., list price 45 cents.

**ARITHMETIC 2:** During the Junior year exhaustive review and drill of arithmetical principles are given. The subject is presented from the teacher's standpoint and involves methods of presentation to children of the grammar grades. The subject is pursued for one semester and may be taken either semester of the school year.

Textbook: Stone-Millis, Secondary Arithmetic, Benj. H. Sanborn, Chicago, Ill., list price 60 cents.

**ALGEBRA:** The work in Algebra is given during the first year and the first half of the second year.

Algebra work is based on the work previously done by the student in the grammar school grades. Beginning with concrete examples and simple operations, students are led to develop and comprehend abstract and general truths.

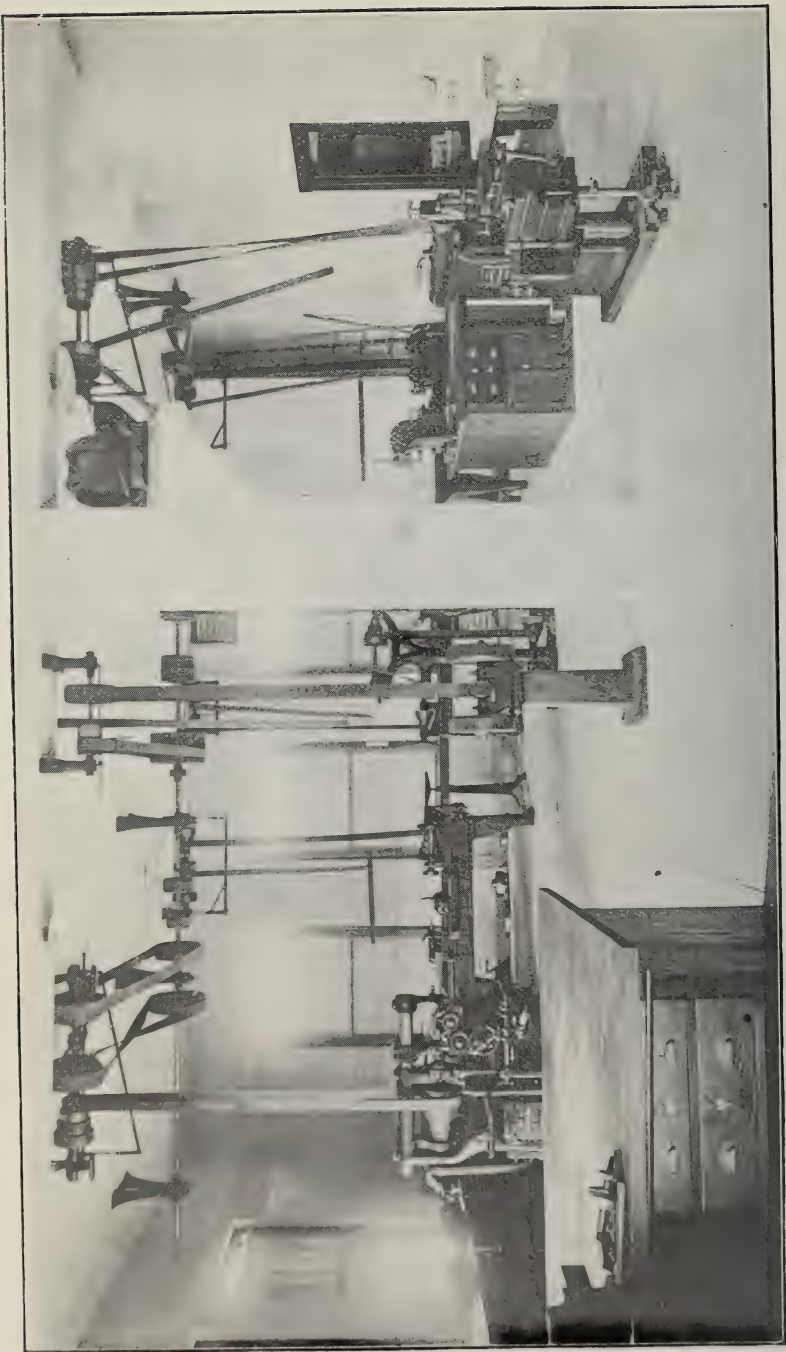
Special attention is given to addition, subtraction, multiplication and division. Also a close study is made of fractions, the equation as a means for the solution of problems, simultaneous equations, proportion, quadratics, logarithms, etc. The subject is treated in a simple and careful manner so that a student who has mastered grammar school arithmetic can do the work in algebra in a satisfactory manner.

Textbook: Hawkes-Luby-Touton, Complete Algebra, Ginn & Co., Chicago, list price \$1.25.

**GEOMETRY:** Geometry is offered in the third year of the course. In this subject the student is led to make close examination of conditions as set forth in the proposition, that he may have a clear understanding of the hypothesis. This fastens upon him a habit of close observation and prepares him to view conditions in the proper light. The aim also is to give the student a thorough drill in reasoning processes and to develop the habit of demanding sufficient evidence before drawing conclusions.

Textbook: Wentworth-Smith Plane and Solid Geometry, Ginn & Co., Chicago, list price \$1.30.





VIEW OF MACHINE SHOP

## INDUSTRIAL ARTS

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MR. CLARK ; MR. RYAN

The Industrial Arts department is housed in a well equipped building designed especially for these lines of work. The shops are well equipped for bench woodwork, joinery, millwork, cabinet construction, wood turning, pattern making, forging, foundry, flat metal and machine shop work.

Some changes in the method of handling these branches have been made necessary in order to meet the demands of both regular normal students and those enrolling for the teachers' course in industrial arts. The courses are arranged to combine the various forms of mechanical drawing with the shop-work, thus developing in the student ability both to design and construct.

The courses offered aim: first, to encourage and stimulate self-reliance, invention, neatness, proportion, harmony and accuracy; second, to make competent independent workmen capable of designing, making or repairing in house or furniture construction; third, to teach estimation of values and effects; fourth, to instruct special teachers to prepare and plan courses of study and their presentation to the end that they may become competent to teach these subjects.

Two courses are offered, the Academic and the Professional, and work in manual training is given to the four upper grades of the training school. The Academic course for regular students is prescribed for the first and third years of the Normal. Problems are assigned which embody such principles of design and finish as are within the ability of the student, and all discussions are built upon the material, construction and finish of the respective problem.

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### TRAINING SCHOOL COURSE

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The training school pupils are taught through a series of problems the basic idea of which is the preparing of wood for use in construction. With the problems come talks on the best methods of handling the tools and material, and each student is carefully looked after to see that he acquires no incorrect habits of workmanship. It is not required that any pupil complete all the projects listed for a given year, nor will he be limited except by his manifest ability. Each student is fur-



nished a blue print of the work in hand and must be able to read and make the more simple drawings of this kind before completing the eighth grade.

Classification of problems by grades is as follows: Fifth grade, bread board, pen tray, key-rack, blotter-pad, tooth brush holder; sixth grade, towel roller, spool holder, foot stool, book-rack, hexagonal tray, cutting board or grocery list; seventh grade, wall pocket, candlestick holder, coat hanger, broom holder, book trough, hat rack, taboret, square stool; eighth grade, towel rack, taboret, plate rack, picture frame, square table, carved trays, lamp stand, chair. Each grade, thirty-six weeks. Two periods per week.

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### ACADEMIC COURSE

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MANUAL TRAINING I AND 2: This course will be pursued through the medium of woodworking. It allows considerable latitude as to specific articles but insists upon certain essentials of good construction being executed, such as haunched mortise and tenon, half lap, half lap mitre, dovetail, framing and paneling joints. The pupils make such problems as the following: Knife box, taboret, center table, library table, settee, Roman chair, lamp stand, hall tree, buffet, framing truss, and rafter cutting. The problems are made the foundation for discussion of woods; their growth as related to construction uses; the making and application of practical finishes and wood preservatives. While the theoretical and educational values are not lost sight of, the trade or practical side of the shopwork is kept largely in mind, that the young men who elect the work may be fitted in a great measure for positions in the trades. This side is made a feature because those pursuing this course will probably not become teachers. Some wish to fit themselves for the more skilled positions in the various industrial fields. Drawing will be emphasized and a special advanced drawing course offered. Text: King's Series. Two periods per week. First and third years.

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### PROFESSIONAL COURSE

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MANUAL TRAINING 3: Students electing this course pursue the academic work in the first and third years, and in the Junior year take work dealing largely with the theoretical and educational side of industrial arts. They will be given special

instruction and lectures on the scope and intent of industrial work as related to the public school, and thorough courses in both theoretical and applied mechanical drawing. In connection with the drawing work tracings and blue prints are made and those completing it will be adequately equipped to handle such drawing as is required in the High School Manual Arts. In each of the shop courses students make a series of projects which acquaint them with commercial practices and develop efficiency in the use of the respective tools.

Graduation in the professional course certifies students for positions in manual training or enables them to embody the courses in the general school work. The following will be offered: (Prerequisite, Manual Training 1 and 2, two periods a week, and Mechanical Drawing 1, two periods a week.)

WOOD SHOP 1A: Turning will comprise study of lathe, lathe tools, jigs, woods for turning, action of wood fiber in turning, turning between centers, chucking, face plate turning, building up stock, etc. Drawing required. Junior year, first semester, five hours per week.

WOOD SHOP 1B: Case and Cabinet construction, study of design, ornamentation, screens, finishes and values. Junior year, second semester, four hours per week.

MECHANICAL DRAWING 2: An elementary course involving freehand lettering, cabinet and isometric projection and starting orthographic projection. Junior year, first semester, four periods a week.

PATTERN SHOP 2A: Patternmaking. This will involve the study of cores, core prints, draft, vent, allowance for shrinkage and finish, building up stock, making core boxes, etc. This course is related to that of Foundry Practice in which the student makes castings from his various patterns. Junior year, second semester, five hours a week.

CRAFTSMAN WORK 2C: Clay modeling, textile work, basketry and cardboard work will be taken up in the relation it holds to the lower grades, and its purposes and values in the school courses. A number of finished projects will be required in each line. Junior year, second semester, three hours per week.

MECHANICAL DRAWING 3: This constitutes a continuation of Mechanical Drawing 2. It covers sections and inter-

sections, but its chief aim is to develop ability along the line of practical drafting. Junior year, second semester, three periods a week.

**MECHANICAL DRAWING 4:** (Prerequisite, Mechanical Drawing 2.) A course in architectural drafting in which the students draw a complete set of original plans for a small building. Junior year, second semester, three periods a week.

**ART CRAFTS 3C:** This course will be an extension of Course 2C, with supplementary work in art metal, leather tooling and book binding. It is aimed to give balance to the course by developing the art side of industrial training. Senior year, first semester, five hours a week.

**FORGE PRACTICE:** This course covers the building and care of the fire, a study of the effect of temperature on steel and the more important factors of its heat treatment. The names of the tools are taught and their proper use emphasized.

The work is covered by recitation and by making projects having the following essentials:

Drawing and pointing, eye bending, forging corners, upsetting, twisting, forming shoulders, punching, welding, annealing, hardening and tempering. These are taught through a series of exercises advancing from a pointed eye bend to making machine shop tools. Senior year, first semester, four periods a week.

**MACHINE DESIGN:** (Prerequisite, Mechanical Drawing 2 and 3.) A course treating of the elements of machines and the motion of parts, the design of gears and cams and elementary design for strength. Senior year, first semester, four periods a week.

**SHEET METAL WORK:** (Prerequisite, Mechanical Drawing 3.) This work covers sheet metal forming, sheet metal joints, soldering, brazing and riveting. The manufacture of sheet metal and other interesting topics will be discussed in class and an effort made to acquaint those enrolled with commercial practice in this work. Senior year, first semester, one period a week.

**MACHINE SHOP PRACTICE:** (Prerequisite, Mechanical Drawing 2, one year's wood working and Forge Practice.) The work covers the ordinary processes of machine tools such as cutting gears, arbors, right and left hand threads, making twist drills and milling cutters. Throughout the course atten-

tion is paid to cutting speeds, and the usual shop calculations are taught.

Metal spinning is also taken up in the machine shop, the students learning to spin, from brass and aluminum, such articles as salt shakers, cups, saucers, candle sticks, etc. Senior year, second semester, five periods a week.

**FOUNDRY PRACTICE:** (Prerequisite, Pattern Making.) A course in foundry practice intended to give the student a general knowledge of moulding. The use of cores and risers, the proper way to vent, gate and ram moulds will be taught and talks given on cupola management. The students will be required to keep notes and at the conclusion of the work make an observation trip to a Phoenix foundry. Senior year, second semester, one period a week.

**SHOP COURSES AND PRACTICES 4B:** General review of the manual arts work with reference to actual shop practice, study of methods, courses, drawing, equipment, supplies, etc. Review of history and development of industries and manual training, industrial and vocational institutions. Much reference work will be assigned and thorough papers required upon topics allotted. Senior year, second semester three hours per week.

**ECONOMICS OF MANUAL TRAINING 4C:** This is a lecture series on shop equipment, cost and maintenance. Students are required to gather and compile data upon the subject. Senior year, second semester, two periods a week.

There is a growing demand for teachers qualified to take charge of Manual Training in the rural schools. For this reason students will be permitted to make certain substitutions in the Junior and Senior years of either Course A or Course C. This will allow them to take five hours Manual Training per week during their Junior year and three hours during their Senior year, and upon its satisfactory completion will entitle them to a special letter of recommendation as a teacher of Manual Training for rural districts.

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## MILITARY DRILL

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MR. IRISH

This work is intended to accomplish several important results. In the first place it is a valuable means of physical culture and training of the muscular sense. The exercise at-



tendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking, gives a springy step, an erect carriage and a soldierly bearing that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work, is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction and self-control. At the same time the graduation of authority and division of responsibility from private to captain furnishes a valuable object lesson in government, while the actual knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless.

The course, which is required of all made students who are free from physical disability, includes "the setting-up exercises" as prescribed for the United States Army, the school of the soldier, the school of the company, the bayonet exercise, calisthenic and bar-bell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops. Opportunity is given for instruction in military map reading and map maneuvers.

By an act of the First Legislative Assembly of the State of Arizona, the military organization of the Normal School of Arizona is made a part of the National Guard of this State, to be known as the Normal School Cadet Company. The military instructor holds the rank of captain and commissions are issued to the student officers of the company. Upon graduation from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law, the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year. The company target range is situated within a mile of the campus in a safe location, and much interest is taken in this important work, a large per cent of the young men annually qualifying as marksmen or sharp-shooters under the regulations prescribed for the National Guard.

The company has recently become affiliated with the National Rifle Association, and has been fully equipped with new Springfield rifles. A gallery range has been established in one of the buildings to permit practice leading to participation in national matches for school teams.

Three or four days are spent each year in camp, giving practical experience in camp routine, issue of rations, guard duty, signal practice and extended order work. The uniform, which is required to be worn at all drills, is of regulation olive drab, correct in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president. Drills will occur three times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician. Satisfactory completion of the work in this course entitles the student to one unit credit toward graduation. Three periods a week.

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## MUSIC

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MR. JOHNSTON

To meet the ever increasing demand for grade teachers who can teach music in our public schools, every student entering this school with the idea of making school teaching his profession should do so with the earnest determination to go into the music work with enthusiasm and the ambition to excel in the various phases of the subject as it is presented, whether cultural or practical, as no study he may take up will require greater attention and concentration than this. Previous preparation in the grammar or high school or received through private teachers will enable the student to occupy a more advanced position here, but lack of preparation will not bar any one, as classes are formed to care for all, and whether coming with or without preparation all will receive instruction according to their needs, their own co-operation and responsiveness

being the main requirement expected in return. Neither will any other study taken up give the student more pleasure or profit, present or prospective, than this, for, according to what is put into it, results will be returned a hundred fold in ability to teach and entertain others, capacity for being entertained, and in becoming more valuable socially.

Music is a part of the professional work of the course and credits the student with one unit of the ten required in that department of study. The aim is to make the student entirely self-reliant in music reading, independent in carrying any part within the range, and suiting the character of the possessor's voice, and to develop a genuine love for music.

Study begins in the second year of the student's course, and the time devoted to it consists of four periods a week in class, for the year, being equivalent to two periods a week, for two years, the required time of the course in this work.

The subject continued in the Junior year is assigned two periods each week for the entire year, the work consisting of continued study in theory of music, including elementary harmony; vocal practice and sight reading are continued, and their direct application to methods of teaching and presentation, in detail.

Special classes are formed to accommodate students coming from high schools, in which they can complete the required amount of music work necessary for graduation, namely, two hours per week for two years.

The student at all times is given work within his capacity to perform, and is carried along in easy but practical stages, acquiring not only a knowledge of the fundamental principles of the subject, but is fitted to apply himself in working out his own musical problems, by frequent individual recitation in class, from which no one is excused.

This ability is acquired through constant reading of good music, in the form of unison and part songs and other supplementary materials, conceded to be the best method for the development of vocal technique, and power of concentration in sight reading, at the same time making familiar to the student a vast amount of the music of the best writers, thereby cultivating taste in the selection of what is best in music.

For general chorus work in assembly, Hoover's Hymn and Song Collection is used; for advanced chorus work in Glee Clubs, The Laurel Song Book, with supplementary selections of the best choral music will be used, while in class

work the material will consist of the Progressive Music Series, published by Silver, Burdett & Co., and the course arranged as follows:

MUSIC 1: Second year, four periods a week. Textbooks: First and second books, Progressive Music Series.

MUSIC 2: Junior year, two periods a week. Textbooks: Third and fourth books, Progressive Music Series.

Musical Essentials, by Harold B. Maryott, and published by The John Church Co. will be used in all classes as a supplementary textbook.

Many of our students take instruction in piano playing; there are excellent piano teachers in Tempe and Phoenix with whom such instruction may be arranged privately, and the lessons paid for, but the pianos of the school are made available to such students for the convenience of practice, and may have stated hours assigned them upon application.

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## INSTRUMENTAL MUSIC

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MRS. WILLIAMS

In addition to the usual course in vocal music, there has been added this past year instruction in orchestral and band instruments, and it has been taken advantage of by many of our students, with and without any previous preparation and with such beneficial results to the individual student that it is determined to continue this feature of music instruction.

The object to be attained is the establishment of a school band and school orchestra by the development of the talent of the student applying for instruction, to that point of proficiency as shall make him eligible to membership in either or both of these organizations.

With this object in view, expert instruction is given in the playing of the following instruments:

STRINGS: Violin, viola, cello and bass.

WOOD-WIND: Flute, piccolo, clarinet, oboe, bassoon and saxophone.

BRASS: Cornet, baritone, alto, tenor, tuba and slide.

DRUMS, etc.



Instruction is also given in playing mandolin, guitar and banjo.

It is required that each student applying for instruction shall provide, at his own expense, the instrument he wishes to study, keep up repairs on same, and to purchase his own music and textbooks, as directed by the teacher, instruction alone being otherwise free to the student.

It is suggested to prospective students desiring to take up work along any of the above lines and possessing the instrument they wish to play, that they bring it with them when entering school and avoid delay and expense in sending home for it.

Textbooks and studies will be prescribed by the teacher in charge, according to the individual needs of the student and the class work to be pursued.

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## PHYSICAL SCIENCE

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### MR. IRISH

**PHYSICS 1:** Two periods of laboratory work are accepted as equivalent to one period of lecture or recitation. A general course in elementary physics, including laboratory practice in measurements of length, mass and time, in connection with a series of exercises designed to develop the leading principles of mechanics, heat, magnetism, and electricity, with selected exercises upon the subjects of sound and light. Textbook: Black and Davis, Practical Physics. Third year, first semester. Five periods a week.

**PHYSICS 2:** An additional semester's course of laboratory work in electrical measurement, sound and light, accompanied by two lectures a week, is open to those who have completed Physics 1, and who have shown special ability along this line. Such students may elect this course in place of the course in chemistry. Third year, second semester. Five periods a week.

**CHEMISTRY 1:** Two periods of laboratory work are counted equivalent to one of lecture or recitation. The course articulates with Physics 1 which precedes it. The student thus begins his work in chemistry with the advantage of previous experience in laboratory work and methods and carries over with him a working knowledge of the gas laws and the con-

stitution of matter for which he now finds application. The fundamental principles of chemistry are developed as far as possible by the student's own experiments, many of which are quantitative in character. The simple quantitative work has a tendency to increase the care and accuracy with which the exercises are performed, but it is chiefly used to develop qualitative relations which otherwise would not appear. The exercises are so chosen as at the same time to make the student acquainted with the preparation, properties and uses of the more important chemical elements and their compounds and with the practical application of chemical laws and processes. Considerable attention is paid to the discussion of modern methods of industrial chemistry, and especially to chemistry of foods, tests for adulterants in foods, dyeing of textiles, photography, and metallurgical processes. Textbook: McPherson and Henderson, First Course in Chemistry. Third year, second semester. Five periods a week.

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## PHYSICAL TRAINING AND ORATORY

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MISS BLAIR

**PHYSICAL TRAINING:** Instruction in Physical Training is required of all students during the five-year course. Each class recites twice per week. The training is based upon the Delsarte Philosophy of Expression and the Swedish and German system of free movements and light gymnastics. The work is conducted in the new Auditorium building, the entire lower floor of which is occupied by the gymnasium. This is furnished with sufficient apparatus for a thorough course in physical training.

The aim of the department is to acquire a symmetrical development of the body as a basis for health and grace—the lessons for the beginner deal with fundamental work, such as marching, correct standing positions and general adaptation to gymnasium rules. After this has been mastered, the regular work is taken up, which includes: Indian clubs, dumbbells, folk-dances, breathing exercises, flexing exercises to overcome stiffness, exercises to develop control of muscles and all devices in training that secure freedom of body action and expression of grace. Exercises are also given to remedy the following defects: weak abdominal muscles, stooping or uneven shoulders, incorrect poise of the head and incorrect positions of sitting or standing.

The advanced work of the Junior and Senior classes is a rational outgrowth of the first three years. It comprises a wider range of training in artistic and esthetic forms of physical culture, harmony in all movements of the body, and a mastery of bodily control.

Lectures are given to the Senior class on health and hygiene. A course in collateral reading is outlined as a supplement to these lectures.

The results expected from the work are: first, a noble and graceful bearing habitually maintained; second, freedom from awkwardness and self-consciousness; third, ease and precision in the movements of the body; fourth, a continual and gradual development toward a symmetrical body without injury or strenuous exercises which might prove harmful, and fifth, a knowledge of the body and the rules governing its development and preservation.

As the primary object of the department is the development of the individual, as much personal attention is given to each member of each class as possible.

To secure uniformity of costume, students are advised to confer with the director at the beginning of each school year.

ORATORY—The department of Oratory embraces reading, elocution, debate, oratorical delivery, and all forms of public speaking. The courses given are as follows:

READING, FIRST YEAR—The first year reading is the beginning work from the textbook, Cumnock's Choice Readings, and deals with all forms of speaking. The fundamental work is English pronunciation, mastery of the articulatory organs, and steps toward becoming a distinct and natural speaker or reader. The standard of the beginning work is to be able to read naturally and distinctly, giving thought and proper expression to what is read. Special attention is given to reading intelligently from the printed page in both this and Junior reading.

READING, JUNIOR—This course is arranged for those who enter the two years' course for high school graduates. It includes all of the work of the first year course in reading, but takes a broader form in method of teaching and application. The standard is distinctness and naturalness with special stress placed on expression and the interpretation of literature.

Both first year and Junior reading recite five times per week, one class each week being conducted in the Auditorium for practice work and criticism.

**PUBLIC SPEAKING**—In the department of Public Speaking, the director has charge of all public work in contests, debates, plays, society programs, etc. In any one of these the students are given assistance to present their work in a natural and creditable way. In this instruction the fundamental principles of oratory are observed. As in reading, the standard is naturalness in oratory and a thorough mastery of the thought expressed.

Standard plays are given each year. The students who are chosen to take part receive personal instruction from the coach, in dramatic principles and interpretation. Such plays as "The Return of Eve," "A Gentleman from Mississippi," and "Fanny and the Servant Problem" have been given with decided success.

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## PROFESSIONAL INSTRUCTION

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**GENERAL STATEMENT**—The professional work of the Normal is its characteristic feature. Everything else is arranged to lead up to and culminate in the professional training of the graduates. Two courses in professional studies are offered; the first is given in connection with and as a part of the regular five-year course of the Normal, and the second is open to the graduates of four-year high schools who come to the Normal for the purpose of taking the professional training. This course covers two years of work. The professional instruction is equivalent to nine of the twenty-four units required for graduation.

**PSYCHOLOGY. MR. PAYNE**—The aim in the course in psychology is to arouse the interest of the student in the scientific study of mind and to teach them the principles of the science as far as can be done in so short a course. The work is given by textbook, lectures, class exercises, demonstrations, and reference readings. Themes upon assigned subjects are required. The purposes kept in mind are to show the nature and development of the human mind, especially the child mind, to show the application of the science to teaching, to develop a vocabulary sufficient for the understanding of pedagogical writings, and to lead to a better understanding of pedagogical



problems. The course is given the first semester of the Junior year.

Textbook: J. R. Angell, Psychology, Henry Holt & Co.

PEDAGOGY. MR. PAYNE—The course in pedagogy follows directly upon that of psychology. The chief purpose of this course is to show the principles of learning and to develop from these the principles of teaching. As the students of this course begin their practice teaching at the beginning of the Senior year, the latter part of the course is devoted to the application of the principles of teaching to various subjects with practice in lesson planning. The more detailed study of methods comes during the Senior year. Some time is also given to the discussion of the course of study, relative value of subjects, and the relation of the child to the curriculum. The work is given by textbook, class discussions, lectures and reference readings. Second semester, Junior year.

Textbook: Strayer, Brief Course in the Teaching Process, The MacMillan Co.

HISTORY OF EDUCATION—The course in the history of education aims to present the cultural development of the race as this comes out in the growth of the schools and in the development of thought represented by the philosophers and educational reformers. It is a study of movements as represented by men in different systems of education. The work is given by textbook, lectures, and reports by the students. Second semester, Senior year.

Textbook: F. P. Graves, A Students' History of Education, The MacMillan Co.

ETHICS—The work in Ethics aims to awaken in the students a clear consciousness of the vital importance of moral problems and to show them the value of dealing with such problems by rational thinking. The work is taken up historically, as this method has proved its usefulness in showing how the various theories of moral conduct have grown successively out of one another and how they stand related to other factors in the cultural development of the race. Special attention is given to social and moral aspects of present day education.

Textbook: King, Social Aspects of Education, The MacMillan Co.

SCHOOL ECONOMY AND SCHOOL LAW—Instruction is given in these subjects during the Senior year. The work

in School Economy is especially adapted to the needs of teachers who must manage schools without the help of a principal and it deals with practical problems that arise in everyday school rooms. Rural school problems are given special attention. Among the topics included in the course are school organization, classification and grading of pupils, school discipline, the relation of teacher to pupils, parents and social environments, arrangement of exercises and provisions relating to order, the keeping of records and making reports, the lighting, heating, ventilating, seating, and decorating of school buildings. The course in School Law aims to acquaint the students with the school laws of Arizona, and to compare these laws with the school laws of other states with a view to arousing an interest in the legislative enactment of such amendments to the school laws as will have a tendency to benefit the public school system. The course embraces a careful study of the laws relating to state, county and city supervision, including the powers and duties of boards of education, school officers and teachers; qualifications and certificating of teachers; the organizing, uniting and dividing of school districts; the revenues derived from state, county and district taxation, including the apportionment of the same; uniform textbooks, courses of study, etc.

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## THE TRAINING SCHOOL

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The Training School is organized under special laws, but is conducted as a regular public school of eight grades and kindergarten. The large number of teachers makes it possible to keep classes small and give special attention to the needs of individual children.

The professional work of the Training School has two sides—the theoretical and the practical. The courses in general and special methods make up the theoretical side. The practical work consists of observation of model teaching and practice teaching in the Training School when the theoretical work is applied, thus bringing about the close relationship that should exist between the two sides of the work.

**METHODS**—The methods, general and special, are taught by the principal and faculty of the Training School. It is their effort to present normal school methods in such a practical way that graduate teachers will follow the prescribed course of study in an intelligent manner. Primary methods are given special attention on account of their fundamental nature.

**OBSERVATION AND PRACTICE TEACHING**—Each Senior observes model teaching and teaches in the Training School during one full year. The observation of model teaching alternates with the practice teaching throughout the year, the purpose being to give opportunity for immediate application of observed methods. All this work is done from carefully prepared plans under the supervision of the critic teachers.

Every year a large number of graduates take positions in the small schools of the state. In order to provide special training for these teachers, it is proposed to work with one of the adjoining districts in building up a model one-room rural school. In this school student teachers will be able to study rural school problems at first hand.

Actual rural school conditions will be maintained, and the equipment, heating, ventilation, sanitation, school gardens, library, etc., will be such as the average school may have with a careful expenditure of its regular income. Students will be expected to work out problems of community service as well as the problems of administration and instruction in the school itself. Such training will not only fit teachers to deal with rural school problems more efficiently, but will instil in them a better attitude toward the work and a better understanding of the importance of the school as a social force in the community.

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## KINDERGARTEN

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MISS ZELLER

**TEACHERS' COURSE IN KINDERGARTEN AND PRIMARY WORK**—There are two courses offered in kindergarten training, one in the Junior and Senior years of the regular professional courses, which grants the regular normal school diploma with a special recommendation, qualifying to teach in the kindergarten and primary departments in the public schools of the state, the other a specializing course, leading to a special diploma, the equivalent of a full two-year course in kindergarten training.

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### COURSE I.

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In this course kindergarten theory and technics will be substituted for music and writing in the Junior year and agriculture in the Senior year of the five-year professional course.

In the two-year professional course for high school graduates a substitution will be made for academic elective, spelling and agriculture.

**KINDERGARTEN THEORY AND TECHNICS**—This work aims to give the student insight into child life through the study of child nature and its development, which is carried on by means of observation, discussion and the reading of child study literature. The technical studies embrace a study of the materials of the kindergarten, and cover program making, games, occupations, gifts, stories, songs, pictures, color work and nature study. Opportunity is given for practice teaching in both kindergarten and primary classes.

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## COURSE II.

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This is a two-year course being established for students desiring to specialize in kindergarten and primary work and requires a thorough scholarship basis as well as an aptitude for the special kindergarten interests and arts. The basic studies, psychology, reading, English grammar, music, drawing, pedagogy, physiology, methods, ethics and history of education will be taken in the regular normal courses.

**LITERATURE**—Insight into the nature of man in some form of conflict with the world-order as established in the ethical institutions of Family, Society, State or Church as shown by Homer, Dante, Shakespeare, Goethe.

**JUVENILE LITERATURE**—A brief history; value of reading habit; how to judge books; to become familiar with best literature for children. A preparation for story telling.

**SOCIOLOGY**—Survey of primitive institutions and their evolution to the stage reached by civilization of today and ethical relation of the same. This course includes the study of the institutional world based on the will of man, evolution of Family, Social World, State and the Church, with the School as the instrument for the training into consciousness of the child's relationship to each of these institutions.

**MATERNAL EFFICIENCY AND CHILD HYGIENE**—"Motherhood is not dignified by ignoring it, nor by the ignorance that makes it grossly inefficient." The kindergartner needs to



meet the problems of heredity, alcohol and the economic degradation of the home. In child hygiene special attention will be given to habits and the sexual life of the child. This course hopes to arouse interest in motherhood that will give a better balanced view of life.

**NATURE STUDY**—This is not an analytic study, but endeavors to teach love and reverence for life as manifested in nature, by means of the care of plants and animals and excursions into the outside world.

**MUSIC**—This is a short course in the evolution, interpretation and appreciation of music by means of the lecture, piano and victrola.

Applicants for admission to the kindergarten training courses must qualify under one of the following conditions:

(a) Normal students must have completed the fifteen (15) units required in the first three years of the Normal course leading to professional courses including the units of drawing and music.

(b) Graduates from a full four-year academic course must come recommended for special training in kindergarten and primary work by the principal of the high school as to personality and moral fitness for the work.

(c) Students not graduates of any high school but who have had work which is the equivalent, can be admitted to this course.

All candidates must be able to play and sing simple songs to meet the requirements of a good kindergarten. Those who fail to pass the musical test will be required to make up the deficiency by means of special lessons.

## SPANISH

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MISS SALMANS

The reason for offering Spanish is three fold: first, to meet the needs of those students who wish to gain college entrance credit in modern languages; second, to assist those intending to teach in the Southwest, where many descendants of the Spanish-speaking settlers still live; third, to prepare those who may wish to identify themselves with the industrial development of Spanish-America, which offers such wonderful opportunities to the American possessing a speaking knowledge of Spanish. Two years of Spanish are accepted as **two** units by the leading universities in the United States.

The two-year course in Spanish is elective in the second and third years and Junior and Senior years. High school graduates may elect Spanish.

**ELEMENTARY SPANISH**—For beginners. Pronunciation, essentials of grammar, reading, conversation. Affords a reading knowledge of Spanish and the ability to carry on a simple conversation. Textbooks: Espinosa-Allen, Elements of Spanish Grammar, American Book Co.; Escrich, Fortuna, Ginn & Co.; and about two hundred pages of simple prose.

**ADVANCED SPANISH**—Translation of prose and verse; review of grammatical principles; rapid reading; conversation. Conducted mainly in Spanish. Attention is also given to the forms of Spanish commercial correspondence. Textbooks: Remy, Spanish Composition, D. C. Heath & Co.; Gutierrez, El Trovador, D. C. Heath & Co.; and about two hundred pages of modern novels and drama.

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## LIBRARY

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MISS WRIGHT; MISS M'KELVY

The Library is on the first floor of the Main Building and is the laboratory for a greater part of the students' work outside of classes. It now contains 8,500 volumes, selected to meet the demands of the various courses of study, to give the students a chance to become familiar with the best that has been written and to provide wholesome and stimulating recreational reading. One hundred of the best periodicals are received currently and are a valuable asset for research work.

A children's library is located in the Training School. A careful selection of 1,000 of the best children's books gives an unusual opportunity to Senior students to know juvenile literature and how to bring books and children together, a valuable factor in a teacher's equipment. This library offers an opportunity to twelve Seniors each year for actual experience in the administering of a school library.

**LIBRARY METHODS**—The object of these courses is to familiarize students with the use of books and libraries, with special work for the Senior class on the formation of a school library.

**FIRST YEAR**—Structure and printed parts of the book. Classification and arrangement of the library. Use of card catalog. Encyclopedias and dictionaries. Periodical indexes.

**SECOND YEAR**—Periodicals. Reference books. Making a bibliography.

**JUNIORS**—The work outlined for the first and second years is given for the benefit of students entering in the Junior year.

**SENIORS**—Buying and selecting books with special reference to children's literature. Government documents. Mending. Use and arrangement of pictures. Some lessons to give to children on the use of books. The school library.

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## ATHLETICS

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MR. SCHAEFFER

The games, exercises and various phases of this work are of such a nature that both girls and boys may participate in some form of exercise and all students are urged to take an active part. The athletic training is under the personal charge of a regular coach. While the students are encouraged to participate in athletics, such participation is held subordinate to the educational work of the institution. Students deficient in studies, irregular in attendance or unsatisfactory in deportment are not permitted to represent the Normal as members of its athletic teams. The work has been greatly stimulated by the presentation of three silver cups. These were given by the "Student," and stand as prizes to be contended for annually by the various classes in track, tennis, and basket ball.

Athletics has attained such success and has assumed so much importance in this institution that the Board of Education has deemed it expedient to place all athletics in charge of a man especially qualified for this work, and with this object in view an Athletic Director has been secured who has sole charge of all athletics and who devotes almost his entire time to this work. He is an athlete himself of very high rank, with exceptionally good training, who has had excellent advantages and held a prominent place in Eastern athletic circles.

#### FOOTBALL

The great American game, foot-ball, was introduced as one of the methods of recreation for the young men of the Normal in the fall of 1914. By the interest and enthusiasm shown in this sport there is no doubt but that football will be played each year. On one of the best athletic fields in the state the Normal boys produced a team whose success during the seasons of 1914 and 1915 has been instrumental in permanently establishing the game at Tempe Normal.

Football is played not simply to develop brute strength, but to give each and every boy an opportunity to enjoy some good, vigorous recreation, and at the same time to develop him physically, mentally and morally. In order to play football each player must be in the best of physical condition and health, and with this purpose in view, very stringent training rules are adhered to, that do not permit the young man to dissipate in any form whatever. With this method of training and at the same time instilling into the youth the best of habits and methods of living, there were no serious accidents during the whole season of 1915.

The interest and popularity of this game is shown by the fact that there were always more than enough young men in suits to form at least two teams of eleven men each. The competition for the various positions on the team was so great, that the coach often had difficulty in selecting the best man for the position. This year class teams will be developed and an interesting series played.

With new suits, pads, and all the necessary equipment, the students are all looking forward with great interest to the opening of the football season of 1916.

**BASKET BALL**—After the football season closes, all athletic interest is turned to basket ball. This game is played on an outdoor court and here again the rivalry is so great that there are



at least two men for each position on the team that represents the Normal in match games with other teams. Besides this team, each class is represented with a team in the interclass series. This form of recreation is also one of the best for the student who spends the whole day in the class-room. During the season of 1915, this series of interclass games developed unusual interest in the sport and awakened that wholesome spirit of rivalry which is invaluable to the success of any form of athletics.

TENNIS—Several splendid courts—the best in the state—have been made and are kept up by the school. Everything is done that will enable the students to enjoy the game to the fullest during the whole school year. Each year inter-class tournaments are held. This is the one branch of athletics that can and does do the most for class spirit. In addition to the inter-class matches an annual tournament is held, wherein the most prominent schools of this part of the state take part.

GIRL'S BASKET BALL—The young women maintain a basket ball association whose purpose is the amusement and recreation afforded by wholesome outdoor exercise. During the fall five teams are organized, one from each class, and these teams play a series of twenty games for the possession of the silver cup offered by the "Student." The exercise is not confined to these teams, however, for each class usually organizes at least two teams, so that the work is open to all who wish to play, and each year from sixty to a hundred girls enjoy the physical benefits of this fine game. In addition to the inter-class games a limited number of match games are played with teams from other schools. Two fine courts are kept in first class condition, being well laid out and surrounded with wire netting, which reduces to a minimum the loss of time due to the ball going out of bounds. The work is under the direct supervision of a member of the faculty, who guards against over-exertion on the part of untrained players and regulates the amount of exercise according to the strength and physical condition of the individual.

TRACK—This is an excellent form of athletics for the reason that it affords an opportunity for training to every student who desires exercise. The Normal School is a member of the Valley League Athletic Association, which conducts annual track meets. The Normal School easily won the championship in this league last year. This efficiency has been attained by a system of coaching that makes each boy his own trainer. As

such he studies the proper method of physical development and obtains a practical knowledge invaluable to his future years. There is a fine track on the campus for distance events, and a 220-yard straight-away course for sprints. Suitable apparatus for all standard events has been purchased and all young men are urged to enter this field of athletics.

**BASEBALL**—This, the greatest of all of the American games, is better supported by the student body than any other form of atheltics. Every boy hails the time when the baseball season opens. The Normal diamond, located on the campus, is reputed to be the finest in the state. The training quarters are provided with shower baths, while the association furnishes suits, gloves and other supplies. The Normal boys won the Republican cup in 1912 and 1913. When this is won one more year by the Normal it becomes their permanent possession. A new impetus has been given to all forms of athletic work by the erection upon the athletic field of a neat and commodious amphitheater which comfortably seats a large number of spectators, affording them shelter from sun and an unobstructed view of the games. Beneath the amphitheater, ample training quarters have been provided for the accommodation of the players. These quarters are fully equipped with hot and cold water, showers, lockers, tables and benches and all sanitary appliances for the physical care of those taking part in athletic work. With all these conveniences and inducements offered, there is no reason why any student should neglect the important matter of physical exercise.

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## SPECIAL INFORMATION

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**LITERARY SOCIETIES**—Every student of the Normal School may avail himself of membership in one or other of the literary societies that are maintained by the student body. There are at present five of these organizations, meeting either weekly or bi-weekly. These societies are organized for the purpose of affording opportunity for original literary work, to acquaint the student with parliamentary usage and with the customs and practices of deliberative bodies, and to develop ease and facility in public speaking. Participation in the work of these organizations is considered an important part of the regular work of the school. A member of the faculty is detailed for each society to act as critic and to give assistance and advice

when required. The members of all societies receive individual aid and instruction from the instructor in oratory.

The societies are as follows:

**THE ATHENIAN DEBATING CLUB**—This is the oldest literary organization in the institution. It has on its roll men who are leaders in the organized activities of the school, and among its ex-members are men prominent in the affairs of the state and nation. During the past year the A. D. C. membership has been small but strong. The President tendered the club and lady friends a banquet during the early part of the year to express his appreciation of the efficient way in which the first public debate of the season was rendered. In addition to the regular work of debating, the club has been interested in the study of the principles of argumentation and Parliamentary Law.

**THE ZETETIC SOCIETY**—This is an organization consisting of twenty-five young women. During the past year weekly meetings were held, and the entire year was devoted to the study of modern plays, including selections from Galsworthy, Shaw and Maeterlinck. A lively interest was shown in this work and the programs were varied by the introduction of appropriate vocal and instrumental music offered by the members. Several very enjoyable social meetings were held during the year, and the members are looking forward with interest to the continuation of their work along similar lines.

**KALAKAGATHIA**—This society has a membership of twenty-five young women. Vacancies made by the Seniors are filled from the various classes of the school. The objects of the society are, by union, "to promote the happiness and usefulness of its members, and to create a center of enjoyment, friendship and culture." The members have always lived up to the spirit of their constitution and good programs have been the result. Various lines of work have been planned each year, the drama, the short story, grand opera with records on the Victrola and programs from current literature. During the past year biographies of noted men and women have been studied. The social side of development is not neglected, and a place is made in the year's activities for several social gatherings.

**THE NORMAL DEBATING SOCIETY**—The object of this organization is to give training in public speaking and parliamentary law. Programs have been held weekly, and though

the work of each evening has centered about a debate upon some public question, variety has been given by discussions of scientific achievements, readings and musical numbers. Enthusiasm in the work was stimulated not only by inter-society debates, but through competition of rival teams within the society and finally by the contest for the Sandige Debating Cup which is awarded annually to the member of the society who takes first place in the last debate of the year.

**CLIONIAN LITERARY SOCIETY**—The Clionian Literary Society has a membership of twenty-five young ladies who are desirous of mutual improvement in literature, art, music, and friendship. During the year meetings were held weekly. A study was made of American Women Writers during the early part of the year. The latter part of the year was devoted to the study of the world's great painters and their masterpieces. The pleasure of this study was enhanced by the use of the radiopticon, thus placing before the eye the painting being studied. Several social evenings were enjoyed during the year, among which was the annual party to the Senior members.

**INTER-SCHOLASTIC DEBATES**—Arrangements were made last year for the first time for an inter-school debate between the Tempe Normal School and the Northern Arizona Normal School at Flagstaff. Two teams were chosen by each school, one team to remain at home to meet the opponents' visiting team, the other team to visit the other school and meet the opponents' home team. The two debates were held the same night, and the same question was discussed at both places. While inter-club contests arouse a great deal of enthusiasm, it must be said that our first contest with the other Normal School had a powerful and wholesome effect upon debating work in general. No doubt this tentative arrangement will become permanent and a similar inter-school debating contest will be held annually.

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### THE STUDENT

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"The Tempe Normal Student" is a school paper published bi-weekly by the students of the Normal School. It serves as the medium through which school activities, scholastic, athletic and social, are made known to the public, and it furthermore encourages literary work among the students. Stories and essays of value written in the English department



often find publication here and contributions from aspiring authors are always welcomed. Thus the publication gives an added zest to practical literary work and stimulates the life and spirit of the student body, all being vitally interested in its welfare.

The student body in general and the staff in particular are responsible for this publication, and they have endeavored to keep it up to literary standards and at the same time to render it spicy and entertaining.

It has been the custom for the management of "The Student" to hold an annual declamatory contest open to the pupils of Arizona high schools and to award medals to the winners. Owing to certain changes and re-arrangements in the personnel of the staff, and to other circumstances, the usual contest was not held this year, but it is probable that the custom will be resumed the coming year.

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#### LECTURE AND ENTERTAINMENT COURSE

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It is not necessary to emphasize this feature of school advantages further than to state that the attractions scheduled for 1916-1917 will not merely equal, but will actually surpass any course heretofore presented to the students and public of Tempe both in its instructive and entertaining value.

It is the most expensive course the committee has ever dared to contract for and includes the very choicest numbers sent out by three leading lyceum bureaus, the Redpath, the Dixie, and the Affiliated.

The course last year included the following excellent talent: The Cavaliers, Operatic and Concert Company; Laurant, noted magician; play, The Servant in the House; The Old Home Singers; Dr. David Starr Jordan; Edmund Vance Cooke; and Rev. James Whitcomb Brougher.

That of the coming season consists of The Metropolitan Male Quartette Company of New York City; Ralph Parlette, entertainer; Bishop Hughes of San Francisco, lecturer; The Clifton Mallory Players, seven clever actors in one of the following successes: David Garrick, The Test, The Hazard, or Thrift; The Killarney Girls and Rita Rich, six young women musicians in Irish costumes in an evening of music and Irish humor; Gay Zenola MacLaren, dramatic reader of modern plays; Kellerman, the eminent operatic baritone with a picked company, in a choice operatic and concert program.

Notwithstanding the above splendid array of attractions, the prices of admission will, as usual, be nominal and within the reach of all.

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#### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

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There has been established for the girls, this year, a Young Women's Christian Association, which is under the special direction of a General Secretary, who gives her whole time to the girls. The purpose of such an organization in a State Normal School is not only to help the girls to form the highest and most practical ideals and standards for their own lives, but also to train them, as community leaders, for the most efficient service. No other organization is able to be of such an influence as the Y. W. C. A. at Tempe Normal School, because it is absolutely non-sectarian, and gives alike to all girls. Moreover it is not a local organization, but a state organization, and thus is made stronger and more efficient.

The work has been most successful this year; many girls, through the efforts of the Y. W. employment bureau, have been given work, which aids them to meet some of their many financial obligations. Besides their weekly Bible classes, the girls conduct an Association meeting once a week; all the subjects that interest girls are discussed and this year they have been fortunate in obtaining some outside speakers, who have told them about many of the conditions in the foreign countries as well as in our own. Through the work of this organization, the atmosphere of the school life has been raised to a higher standard, and more years will only add to its important place in the school.

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#### VISITORS

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Visitors are welcome at all times, and educators and clergymen are especially invited to visit the school in all its departments. The faculty is always pleased to make the acquaintance of the parents of the students and to have them make a personal inspection of the school and its work. The people of Arizona are urged to recognize the fact that the Normal School belongs to them, and that the management always appreciates their interest and good will. It is well recognized that their visitors are a valuable stimulus to faculty and students alike.

### ASSISTANCE AND PRIZES

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The Kingsbury Senior Assistance Fund, established by Mr. W. J. Kingsbury of Tempe, provides in a liberal way for the needs of worthy students who find themselves unable to pursue their studies by reason of a lack of means. A certain sum of money has been set aside every year from which loans may be made to students at a very low rate of interest. While the fund is primarily for the aid of the Seniors, yet any student of the Tempe Normal School may, on the recommendation of the faculty, draw upon it. Six students received assistance from the fund during the past year, in amounts ranging from \$40 to \$75 each.

The Moeur medal for scholarship, offered by Dr. B. B. Moeur of Tempe, is awarded each year at commencement to the student who obtains the highest standing in class work during the two years immediately preceding graduation. The winning of this prize has always been considered one of the greatest honors open to the Normal students.

The Moeur pin, also offered by Dr. B. B. Moeur, is awarded to the student who is considered the best teacher in all respects: teaching in the training school, professional spirit shown, and work done in professional courses. The student must have attended the Tempe Normal School for at least two years, and the work for which the pin is awarded must have been completed within the two years directly preceding the graduation. The winning of this pin is one of the highest recommendations that a student may secure from the professional standpoint.

The Harvard Club of Arizona offers to the Seniors of the school a medal for the best essay on some topic connected with Arizona. The subject matter as well as the treatment must be original. Competition for this medal has resulted in much research work and the production of many valuable and interesting essays on Arizona.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debate.

The Pacific Creamery Company of Tempe, through the courtesy of its President, Mr. J. B. Cook, expresses its interest in the Normal School by instituting an annual event to be enjoyed by the Senior Class. This consists in an automobile tour of the Valley, followed by a dinner or banquet to which

the prospective graduates look forward with lively anticipation, and which is regarded as one of the most enjoyable festivities of Commencement Week.

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### NATURAL HISTORY COLLECTIONS

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Valuable additions to the museum collections have been received during the past year in the form of donations from friends and patrons of the school. Among these should be mentioned a collection of marine algae from Hawaiian waters contributed by Miss Carrie Thompson '07, and a number of specimens of Arizona minerals collected and donated by Hon. James Goodwin of Tempe.

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### THE ALUMNI ASSOCIATION

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This association now numbers 764 members. It holds two regular meetings each year and an annual banquet. It is earnestly desired that all the graduates of this school should show a lively interest in its welfare. Their influence on the schools of the State is already plainly seen and will doubtless increase. The faculty desires to be informed of the success of the graduates and to render them professional assistance as far as possible. The association is a valuable means toward this end. The President desires to know the permanent address of every person who has graduated from the Normal School and to be informed of any change in residence or occupation, that it may be properly recorded. The Alumni Register, together with other matter of special interest to the Alumni will appear in a later issue of The Bulletin this year, and graduates are earnestly requested to co-operate with the faculty in furnishing accurate data concerning addresses, occupation and other matters of general interest to members of the association.

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### TEACHERS' BUREAU

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Although the management of the school cannot agree to furnish employment or find positions for students upon graduation, yet the President and members of the faculty find many opportunities for recommending teachers to good positions, and this they are always pleased to do as they feel that the



service may be of an advantage not only to the student, but to trustees and school officers as well. The President of the school, when requested, will take pleasure in furnishing to school officers detailed information in regard to the qualifications of its students and alumni to teach; he will also, when desired, put them in communication with teachers seeking employment. In order to be able to recommend a teacher intelligently to a position, the President should be given a full and detailed statement of the requirements and conditions of the position.

### SUMMARY OF REGISTRATION, 1916

|                                  |                     |                 |
|----------------------------------|---------------------|-----------------|
| Normal School.....               | { Men ..... 100 }   | Total ..... 398 |
|                                  | { Women ..... 298 } |                 |
| Training School.....             | { Boys ..... 110 }  | Total ..... 249 |
|                                  | { Girls ..... 139 } |                 |
| Total Registration for year..... |                     | 647             |

### SUMMARY OF GRADUATES

|                                       |     |                 |
|---------------------------------------|-----|-----------------|
| Prior to class of 1916.....           | 678 | Total ..... 764 |
| Class of 1916 .....                   | 86  |                 |
| Number of professional graduates..... | 751 | Total ..... 764 |
| Number of academic graduates .....    | 13  |                 |

# Register For 1915-16

|                          |             |                         |              |
|--------------------------|-------------|-------------------------|--------------|
| Adams, Birdie.....       | Dragoon     | Brown, Harriet.....     | Globe        |
| Adams, Ellis.....        | Dragoon     | Brown, Ruth.....        | Scottsdale   |
| Ainsworth, Ruth.....     | Phoenix     | Brown, Willis.....      | New Mexico   |
| Alexander, Cecil.....    | Tempe       | Buchanan, Esther.....   | Ft. Huachuca |
| Allen, Blanche.....      | Gilbert     | Buck, Leo.....          | Tempe        |
| Allen, Ruby.....         | Scottsdale  | Burns, Ruth.....        | Higley       |
| Anderson, Estain.....    | Globe       | Buzan, Alice.....       | Winkelman    |
| Anderson, Orlin L.....   | Phoenix     | Buzan, Clara.....       | Feldman      |
| Anderson, Willie.....    | Globe       | Buzan, Rosa.....        | Winkelman    |
| Arbogast, Gertrude.....  | Tempe       |                         |              |
| Arborn, Verda.....       | Bisbee      | Cain, Lorraine.....     | Lowell       |
| Austin, Harold.....      | Tempe       | Carico, Helen.....      | Mexico       |
| Austin, Lawrence.....    | Tempe       | Carr, Edna.....         | Tempe        |
|                          |             | Carter, Georgia.....    | Kirkland     |
| Backstein, Rita.....     | Sonora      | Carter, Lola.....       | Hayden       |
| Barker, Blessie.....     | Feldman     | Cartwright, Stella..... | Phoenix      |
| Barnett, Gertrude.....   | Mesa        | Casanega, Emma.....     | Nogales      |
| Barnette, Nellie.....    | Chandler    | Cast, Alice.....        | Phoenix      |
| Barry, John H.....       | Glendale    | Cauthen, John.....      | Duncan       |
| Barry, Nellie.....       | Glendale    | Celaya, Ida.....        | Tempe        |
| Bartlo, Dewey.....       | Phoenix     | Chancey, Floy.....      | Bisbee       |
| Bauer, August.....       | Tempe       | Chappelka, Ethel.....   | Ray          |
| Baxter, Bernice.....     | Wickenburg  | Chase, Carl.....        | Kansas       |
| Baxter, Richard.....     | Wickenburg  | Chitwood, Mary.....     | Tempe        |
| Beaton, Violet.....      | Phoenix     | Churchill, Clark.....   | Nebraska     |
| Behn, Ruth.....          | Phoenix     | Clark, Myrtle.....      | Illinois     |
| Benson, Gertrude.....    | Buckeye     | Clary, Helen.....       | Canada       |
| Benton, Alora.....       | Tempe       | Coffin, Edwin.....      | Tempe        |
| Berry, Aida.....         | Dos Cabezos | Cole, Anna.....         | Tempe        |
| Berry, Emilia.....       | Dos Cabezos | Collins, Ruby.....      | Superior     |
| Biery, Donald.....       | Florence    | Collins, Sabrey.....    | Superior     |
| Bishop, Florine.....     | Tempe       | Cook, Eula.....         | Hayden       |
| Blackwell, Gertrude..... | Texas       | Corbell, Beulah.....    | Tempe        |
| Blount, Alma.....        | Tempe       | Corbell, Ethel.....     | Tempe        |
| Blount, Marie.....       | Tempe       | Cordes, Minnie.....     | Tempe        |
| Bloys, Lena.....         | Tempe       | Corey, Isabel.....      | Somerton     |
| Blue, Curtis.....        | Tucson      | Cosper, Lucy.....       | Douglas      |
| Blue, Ethel.....         | Tucson      | Cowen, Mary.....        | Ray          |
| Bockoven, Mabel.....     | Louisiana   | Craig, Sydney.....      | Crown King   |
| Bockoven, Martha.....    | Louisiana   | Craig, William.....     | Crown King   |
| Barrera, Louis.....      | Wickenburg  | Crook, Lanier.....      | Tempe        |
| Boldman, Mona.....       | Liberty     |                         |              |
| Bond, George.....        | Mesa        | Daley, Julia.....       | Mesa         |
| Bone, Callie.....        | Phoenix     | Daniels, Margaret.....  | Duquesne     |
| Botkin, Ruth.....        | Tempe       | Dennis, Thelma.....     | Hayden       |
| Brooks, Bertina.....     | Phoenix     | Denton, Gladys.....     | Patagonia    |
| Brooks, Jennie Lee.....  | Phoenix     | Detloff, Blanche.....   | Bisbee       |
| Brown, Abigail.....      | Dragoon     | Dines, Willietta.....   | Tempe        |
| Brown, Alice.....        | Stark       | Draper, Howard.....     | Wickenburg   |

|                          |            |                          |              |
|--------------------------|------------|--------------------------|--------------|
| Dryer, Wirt.....         | Michigan   | Hall, Mrs. Gussie.....   | Tempe        |
| Dubs, Muriel.....        | Douglas    | Hansen, Grace.....       | Tempe        |
| Duncan, Clara.....       | Bisbee     | Hansen, Lena.....        | Chandler     |
| Earl, Lulu.....          | Mesa       | Hanson, Lucy.....        | Tempe        |
| Eckel, Grace.....        | Prescott   | Harman, Marie.....       | Benson       |
| Eisenhart, John.....     | Pearce     | Harrington, Helen.....   | Crown King   |
| Elkin, Lauren.....       | Phoenix    | Harris, Fenn.....        | Tempe        |
| Elliott, Myrtle.....     | Scottsdale | Harrison, Frank.....     | DuQuesne     |
| Emmett, Belle.....       | Globe      | Harrison, Ila.....       | DuQuesne     |
| Enderton, Herbert.....   | Yuma       | Haulot, Helen.....       | Tempe        |
| Enderton, Otto.....      | Yuma       | Haverty, Helen.....      | Bisbee       |
| Escapule, Emma.....      | Tombstone  | Hayden, Helen.....       | Scottsdale   |
| Estrada, Isabel.....     | Tempe      | Hayden, Mildred.....     | Scottsdale   |
| Faras, Rose.....         | Douglas    | Hayden, Wilford.....     | Scottsdale   |
| Farley, Niall P.....     | Prescott   | Hayes, Cecil.....        | Phoenix      |
| Farrell, Katherine.....  | Patagonia  | Heffelman, Malcolm.....  | Mayer        |
| Faulkner, Alice.....     | Phoenix    | Hensley, Nora.....       | Tempe        |
| Fears, Millard.....      | Phoenix    | Hickey, Joseph.....      | Phoenix      |
| Felch, Marie.....        | Phoenix    | Hilbers, Ida.....        | Tempe        |
| Finch, Robert.....       | Tempe      | Hilbers, Henry L.....    | Tempe        |
| Fitch, Gladys.....       | Servoss    | Hillerich, Elsa.....     | Mesa         |
| Fogal, Alta.....         | Tempe      | Hodnett, Erina.....      | Tempe        |
| Fortson, Pearl A.....    | Louisiana  | Holder, Sarah.....       | Kirkland     |
| Foster, Jack.....        | Pima       | Holt, Guy.....           | San Simon    |
| Fram, Alfred.....        | Tolleson   | Hopkins, Verna.....      | Ray          |
| Franklin, Katherine..... | Winkelman  | Houck, Martha.....       | Montgomery   |
| Frizzell, Florence.....  | Tempe      | Houston, Nathan'l.....   | Ft. Huachuca |
| Fuller, Elizabeth.....   | Gilbert    | Howe, Dewey.....         | New Mexico   |
| Gaut, Ruth.....          | Mesa       | Hudson, Grace.....       | Dos Cabezos  |
| Geddis, Alfreda.....     | Scottsdale | Huff, Bess.....          | Arkansas     |
| Gibson, Elizabeth.....   | California | Humphrey, Ellen.....     | Phoenix      |
| Gillig, Julia.....       | Indiana    | Hurley, Harriet.....     | Phoenix      |
| Glissan, Gladys.....     | Nogales    | Imes, Lela.....          | Mesa         |
| Godfrey, George.....     | Tempe      | Ivy, Archie.....         | Phoenix      |
| Godfrey, Lucetta.....    | Tempe      | Ivy, Edna.....           | Phoenix      |
| Goodwin, Frances.....    | Phoenix    | Ivy, Elizabeth.....      | Phoenix      |
| Goodwin, Gordon.....     | Tempe      | Jackson, Ruth.....       | Tempe        |
| Grable, Dorothy.....     | Phoenix    | Jennings, Mary.....      | Prescott     |
| Grable, Victor.....      | Phoenix    | Jensen, Laura.....       | Tempe        |
| Graham, Rose.....        | Safford    | Johnson, Mary Ellen..... | Indiana      |
| Granger, Agnes.....      | Roosevelt  | Johnson, Vera.....       | California   |
| Graves, Evelyn.....      | Phoenix    | Johnston, Dorothy.....   | Tempe        |
| Green, Macy.....         | Thatcher   | Johnston, Janet.....     | Tempe        |
| Gregory, Vivian.....     | Yuma       | Jones, Emily.....        | Lehi         |
| Griffin, Arthur.....     | New Mexico | Jones, Maurice.....      | Tempe        |
| Griffin, Clifford.....   | New Mexico | Jones, Leona.....        | Tempe        |
| Griswold, Aileen.....    | Nogales    | Jordan, Stella.....      | Cottonwood   |
| Grossetta, Lillian.....  | Tucson     | Kellogg, Pluma.....      | Kansas       |
| Hagely, Theresa.....     | Quartzite  | Kelly, Bezz.....         | Missouri     |
| Haldiman, Helen.....     | Phoenix    | Kendall, Cathuleen.....  | Phoenix      |
|                          |            | Kleinman, Anna.....      | Mesa         |

Kleinman, Maybelle.....Tempe  
 Knight, Alice.....Ray  
 Knapp, Marion.....Missouri  
 Kries, Elizabeth.....Gleeson

Laney, Grant.....Mesa  
 Langley, Leona.....Cochise  
 Langridge, Ina.....Hayden  
 Latimer, Ruth.....Phoenix  
 Layton, Carrie.....Thatcher  
 Lee, Hazel.....Phoenix  
 Lembke, Ormond.....Chandler  
 Leon, Concepcion.....Gila Bend  
 Leon, John.....Gila Bend  
 Lockling, Bret.....Courtland  
 Lockwood, Marion.....Naco  
 Longan, Laurence.....Tempe  
 Looney Robert.....Prescott  
 Lorona, Leonor.....Hayden  
 Lusa, Mildred.....Douglas

Maclay, Viola.....Douglas  
 MacLennan, Kenneth.....Tempe  
 Maier, Lewis.....Benson  
 Maier, Luella.....Mesa  
 Markovich, Garland.....Texas  
 Marley, Rena.....Mesa  
 Martin, Irene.....Duncan  
 Martin, Vera.....Tempe  
 Matley, Welcome.....Tempe  
 McClendon, Lavona.....Mesa  
 Matthews, Luther.....Tempe  
 McClure, Glenn.....Ray  
 McClure, Louise.....Yuma  
 McComb, Nora.....Glendale  
 McComb, Robert.....Glendale  
 McIntyre, Clara.....Gila Bend  
 McKeen, Elizabeth.....Colorado  
 McMains, Harriet.....Gilbert  
 Mercer, Virgil.....Mammoth  
 Mets, Verdel.....Mesa  
 Miller, Glenna.....Globe  
 Miller, Hamilton.....Ray  
 Miller, Wallace.....Tempe  
 Millet, Hazel.....Mesa  
 Mills, Agnes.....Tolleson  
 Mills, Harold.....Tolleson  
 Minter, Clarence.....Phoenix  
 Minter, James.....Phoenix  
 Mitchell, Annah.....Yuma  
 Mitchell, Margaret.....Mexico  
 Moeur, Kelly.....Tempe  
 Moore, Vida.....Phoenix  
 Morgan, Lenora.....Somerton

Morrison, John.....Puntenney  
 Morrison, Lois.....Glendale  
 Morse, Bertha.....Phoenix  
 Mortenson, Lucile.....Mesa  
 Moss, Lulu.....Tempe  
 Motes, Alva.....Ft. Thomas  
 Motes, Brigham.....Ft. Thomas  
 Munro, Irene.....Douglas  
 Murchison, Aleph.....Tempe  
 Murchison, Gladys.....Tempe  
 Murillo, George.....Metcalf

Nave, Marjorie.....Globe  
 Nelson, Gertrude.....Mesa  
 Nelson, John Hugh.....Crown King  
 Nelson, Lucile.....Tempe  
 Nelson, Marion.....Douglas  
 Nettle, Evelyn.....Tempe  
 Nigh, Cora.....Glendale  
 Norton, Marietta.....Phoenix  
 Norton, Stella.....Pima

Obert, Elizabeth.....Globe  
 O'Connor, John.....Tempe  
 Orduno, Rachel.....Tempe  
 Oviedo, Margaret.....Tempe  
 Oviedo, Rosa.....Tempe

Page, Arthur.....Phoenix  
 Palmer, Fern.....Phoenix  
 Parker, Carrieabel.....Tempe  
 Parker, Mabel.....Tempe  
 Parry, Susan.....Tempe  
 Pascale, John.....Kelvin  
 Pendergast, Clarence.....Tolleson  
 Pendergast, Ralph.....Tolleson  
 Perkins, Fannie.....Puntenney  
 Peterson, Lucile.....Tempe  
 Pew, Annette.....Idaho  
 Pew, Ariel.....Mesa  
 Pew, Pearl.....Mesa  
 Pfeifer, Reathie.....Phoenix  
 Phelps, Ruth.....Illinois  
 Pinyan, Ruth.....Globe  
 Pomeroy, Melza.....Mesa  
 Poor, Crystal.....California  
 Powell, Lucas.....Mexico  
 Price, Mollie.....Glendale  
 Pugh, Marion.....Tempe

Quinn, Katherine.....Tempe  
 Rawley, Walter.....Tempe  
 Redden, Agnes.....California



|                            |            |                           |            |
|----------------------------|------------|---------------------------|------------|
| Redden, Irene.....         | Tempe      | Stratton, Ernestine....   | Winkelman  |
| Reeves, Roloff.....        | Toltec     | Straughan, Ora.....       | Kansas     |
| Richardson, Anna.....      | Tempe      | Strong, Rhoda.....        | Tempe      |
| Riggs, Janet.....          | Florence   | Stroud, Maud.....         | Tempe      |
| Ristow, Wilma.....         | Wisconsin  | Sutton, Ruth.....         | Phoenix    |
| Roberts, Helen.....        | Winkelman  | Sweeney, Chona.....       | Florence   |
| Roberts, Ross.....         | Palo Verde |                           |            |
| Robinette, Elmer.....      | Virginia   | Tarney, Robert.....       | Wickenburg |
| Robinson, Dorothy.....     | Chandler   | Taylor, Mattie.....       | Douglas    |
| Rogers, Anna.....          | Thatcher   | Thiel, Nella.....         | Tombstone  |
| Rogers, Gladys.....        | Mesa       | Thiel, Nora.....          | Tombstone  |
| Rogers, Bessie.....        | Mexico     | Thomas, Elizabeth.....    | Phoenix    |
| Rohrig, Anna.....          | California | Thomas, Grace.....        | Scottsdale |
| Rohrig, Susie.....         | Tempe      | Tompkins, Hazel.....      | Phoenix    |
| Romo, Robert.....          | Ray        | Tracey, Lucile.....       | Tombstone  |
| Ross, Maudie.....          | Phoenix    | Tucker, Myrtle.....       | Tempe      |
| Rowand, Cecile.....        | Tempe      | Tupper, Clyde.....        | California |
| Rudd, Katherine.....       | Glendale   | Turner, Clara.....        | Tempe      |
| Ryder, Beulah.....         | Parker     | Turner, Ethel.....        | Tempe      |
|                            |            | Turner, Jesse.....        | Tempe      |
|                            |            | Turner, Jewel.....        | Pantano    |
| Sanders, Carmen.....       | Naco       | Turner, Stella.....       | Pantano    |
| Sandoz, Hazel.....         | Tempe      | Turvey, Willie.....       | Douglas    |
| Salmans, Flora.....        | Tempe      |                           |            |
| Scanlon, William.....      | New Mexico | Vanderhoof, May.....      | Scottsdale |
| Schindler, Elsie.....      | Glendale   | Vaughn, Clara.....        | DuQuesne   |
| Schmidt, Laura.....        | Tempe      | Vestry, Hazel.....        | Douglas    |
| Schoshusen, Hortensia..... | Tempe      |                           |            |
| Schoshusen, John.....      | Tempe      | Wanamaker, Ruby.....      | Tempe      |
| Schoshusen, Lena.....      | Tempe      | Ware, Helen.....          | Chandler   |
| Seeley, Nealie.....        | Douglas    | Ware, Pauline.....        | Chandler   |
| Shackelford, Bernice.....  | Phoenix    | Wedgeworth, Ada.....      | Palo Verde |
| Shannon, Marie.....        | Wickenburg | Wells, George.....        | Mayer      |
| Simmons, Linton.....       | Tempe      | Wesson, Edith.....        | Tempe      |
| Simon, Gladys.....         | Yuma       | Westfield, Josephine..... | Lowell     |
| Smith, Cecil.....          | Phoenix    | Wheat, Mary.....          | Phoenix    |
| Smith, Edna.....           | Tempe      | White, Elvin.....         | Tempe      |
| Smith, Margaret.....       | Scottsdale | White, Emily.....         | Mesa       |
| Snodgrass, Harriet.....    | Phoenix    | White, Eunice.....        | Buckeye    |
| Spray, Joseph.....         | Superior   | Willcox, Merle.....       | Mexico     |
| Staiger, Joseph.....       | Ray        | Williams, Mrs. P.....     | Tempe      |
| Standage, Avenel.....      | Tempe      | Williams, Rosalyn.....    | Thatcher   |
| Standage, Beulah.....      | Mesa       | Wilson, Sarah.....        | Safford    |
| Stanger, May.....          | Morenci    | Windsor, Merrill.....     | New Mexico |
| Stansberry, Harry.....     | Buckeye    | Woods, Bernice.....       | Tempe      |
| Steele, Harry.....         | Palo Verde | Wood, Grace.....          | Tempe      |
| Stelzriede, Ashley.....    | Phoenix    | Woolf, Ethel.....         | Scottsdale |
| Stephens, Claribel.....    | Miami      | Woolf, Lena.....          | Tempe      |
| Stewart, Ethel.....        | Mesa       |                           |            |
| Stewart, Jewel.....        | Tempe      | Young, Virna.....         | Phoenix    |
| Stiles, Edward.....        | Winslow    |                           |            |
| Still, Nellie.....         | Tempe      | Zenfell, Edward.....      | Syria      |
| St. John, Agnes.....       | Iowa       | Zimmerman, Erdene.....    | Tempe      |
|                            |            | Zimmerman, Erma.....      | Tempe      |

## Class of 1916

---

Ainsworth, Ruth  
Austin, Lawrence

Barnett, Gertrude  
Barnette, Nellie  
Berry, Emilia  
Elount, Marie  
Bockoven, Mabel  
Bone, Callie  
Botkin, Ruth  
Brookbank, Winona

Cain, Lorraine  
Cast, Alice  
Chappelka, Ethel  
Clary, Helen  
Corbell, Ethel  
Corey, Isabel  
Cordes, Minnie

Daley, Julia  
Detloff, Blanche  
Dines, Willietta  
Dryer, Wirt  
Duncan, Clara

Eisenhart, John  
Enderton, Herbert

Fisk, Louise  
Fuller, Elizabeth

Glissan, Gladys  
Graves, Evelyn

Haldiman, Helen  
Hanson, Lucile  
Haulot, Helen  
Hensley, Elnora  
Hilbers, Henry  
Hillerich, Elsa  
Hodnett, Erin  
Huff, Bess  
Humphrey, Ellen  
Hurley, Harriett

Jensen, Laura  
Johnson, Mary Ellen  
Johnson, Vera  
Johnston, Dorothy  
Jones, Emily

Jones, Leona  
Jordan, Stella

Kendall, Cathuleen  
Knapp, Marion  
Knight, Alice

Laney, Grant

MacLennan, Kenneth  
McKeen, Elizabeth  
Martin, Irene  
Mitchell, Annah  
Morse, Bertha  
Mortenson, Lucille  
Murchison, Gladys

Nigh, Cora  
Norton, Stella

Parker, Carrie Belle  
Parker, Mabel  
Peterson, Lucille  
Pew, Ariel  
Pew, Pearl  
Phelps, Ruth

Robinson, Dorothy  
Rohrig, Anna

Salmans, Flora  
Sandoz, Hazel  
Schoshusen, Hortensia  
Schoshusen, John  
Shackelford, Bernice  
Snodgrass, Harriet  
Standage, Avenel  
Stewart, Ethel  
Still, Nellie  
Strong, Rhoda

Tucker, Myrtle  
Turner, Jewel

Vestry, Hazel

Wanamaker, Ruby  
Wedgeworth, Ada  
Wheat, Mary  
Willcox, Merle  
Wilson, Sarah  
Woolf, Ethel

Young, Virna

# Training School Enrollment

## 1915 - 1916

---

Alexander, Elaine  
Alexander, Sadie  
Anderson, Clarence  
Anderson, Hattie May  
Anguis, Amelia  
Anguis, Manuela  
Arviso, Leonore  
Ashley, Alice  
Ashley, Homer  
Ashley, Raymond  
Austin, Cedric  
Austin, Elsie  
Ayersman, Gladys  
Ayersman, Harold  
Ayersman, Leona  
Ayersman, Paul  
Ayersman, Robert  
Ayersman, Wilbur

Baldwin, Dorothy  
Barcenes, Manuela  
Barnes, Bernice  
Barnes, Cecil  
Barnes, Gladys  
Basquez, Cruz  
Basquez, Pastora  
Bastram, Leone  
Benites, Alfredo  
Benites, Angelita  
Benites, Fernando  
Blackwell, Herbert  
Bloys, Beulah  
Blue, Curtis  
Bockoven, Carl  
Bojorques, Enrique  
Bojorques, Jose  
Bowles, Mildred  
Bowles, William  
Brown, Angus  
Brown, Eddie  
Brown, Minnie  
Butler, Dorothy  
Butler, Thelma

Carter, Clay  
Cartinhour, Betsy

Casner, Jack  
Casner, Winona  
Celaya, Laura  
Celaya, Lupe  
Clark, Kenneth  
Colcord, Dora  
Colcord, Harvey  
Cole, Benjamin  
Cole, Emma  
Cole, Jack Stacy  
Contreras, Carlos  
Contreras, Felicita  
Contreras, Manuela  
Cordes, Henry  
Crook, Alta  
Cummings, Marguerite

Dance, Lillian Frances  
Dickinson, Theodore  
Doll, Edward  
Doll, Leonore  
Dorsey, Mary Nellie

Elias, Irene  
Enriquez, Artimeza  
Enriquez, Carmelita

Felton, Conway  
Felton, Helen  
Felton, James  
Finch, Wilma  
Floves, Dora  
Fogal, Gilbert  
Frizzell, Stella  
Fuller, Kathryn

Garcia, Neecho  
Garrison, Dora  
Garrison, Mary  
Garrison, Minnie  
Godfrey, Leona  
Gonzales, Edith  
Gonzales, Lilia  
Grable, Victor  
Green, Frederica

|                         |                    |
|-------------------------|--------------------|
| Hand, Ada Mariette      | Ochoa, Eva         |
| Hand, Albert            | Ochoa, Juanito     |
| Hand, Darwin            | Ochoa, Luz         |
| Hand, David             | O'Connor, Helen    |
| Hand, Osborn            | Oviedo, Susie      |
| Harrington, Orvilla     |                    |
| Haulot, Gertrude        | Palomino, Josefa   |
| Henderson, Amy          | Palomino, Juana    |
| Henderson, Nellie Pearl | Parker, Vernon     |
| Hight, John Milton      | Parker, Milton     |
| Hoeye, Lonnie           | Parry, Edward      |
|                         | Guidacon, Patricio |
| Jensen, Carl W.         | Patterson, Dwight  |
| Jones, Carl             | Pine, Ellis        |
| Jones, Gertrude         | Pollock, Edlee     |
| Jones, Mildred          | Prather, Harold    |
| Johnston, Miriam        | Prather, Howard    |
|                         | Pugh, Pauline      |
| Kleinman, Earl          |                    |
|                         | Quisquis, Frank    |
| Laird, Ruby             |                    |
| Leon, Joseph            | Randolph, Rosa     |
| Lopez, Angrora          | Redden, Beatrice   |
| Lopez, Lucy             | Redden, Evelyn     |
| Lopez, Marie            | Redden, Lela       |
| Lukin, Helen            | Rhymer, Hazel      |
| Lusa, Mildred           | Rhymer, Nellie     |
|                         | Robles, Eva        |
| MacLennan, Anita        | Robles, Francisco  |
| Manuel, Aurora          | Rodriguez, Angrora |
| Manuel, Bessie          | Rodriguez, Antonia |
| Manuel, Carlos          | Rodrigues, Benina  |
| Manuel, Marshall        | Rodriques, Manuel  |
| Martin, Ralph           | Rogers, Eva        |
| Martinez, Elisa         | Romero, Francisco  |
| Matthews, Frieda        | Romero, Mercedes   |
| Mencer, Vivian          | Rudd, Alex         |
| Messinger, Beatrice     | Rudd, Jean         |
| Messinger, Harold       | Rudd, Melva        |
| Moralez, Maria          | Russel, Clinton    |
| Morrow, Ben             |                    |
| Moss, Charles L.        | Sarrategui, Louisa |
| Mullen, Teddy           | Sarrategui, Lupe   |
| Murdock, Rachael Weber  | Sarrategui, Nelly  |
|                         | Schulz, Edith      |
| Nelson, Dorthea         | Schweppe, Nona     |
| Nelson, Marion          | Scudder, Howard    |
| Nelson, Wallace         | Shahan, Emma       |
| Nichols, Ray            | Shahan, Frank      |
| Noriega, A. Lionel      | Sigala, Angelina   |
| Noriega, Angelita       | Sigala, Charles    |
| Noriega, Clara          | Sigala, Rogerio    |
| Noriega, Lawrence       | Sigala, Sofia      |
| Noriega, Lucy           | Simon, Baldemar    |



Smith, Cecil  
Smith, Ida  
Smith, Ira  
Sotelo, Aurelia  
Sotelo, Edith  
Sotelo, Josefine  
Soto, Natalia  
Soza, Ortensa  
Steele, Ruth  
Stewart, Arthur Lee  
Stewart Frank  
Stewart, George  
Stroud, Robert

Teeter, Helene  
Teeter, Owen  
Teeter, Ronald  
Teeter, Veda  
Terry, Sallie  
Turner, Paul

Urbano, Reynaldo

Valencia, Adolfo  
Valencia, Maria  
Valencia, Petra  
Valenzuela, Artemisa  
Valenzuela, Carmelita  
Valenzuela, Johnny  
Valenzuela, Laura  
Valenzuela, Stephen  
Vega, Mary

Wanamaker, Alma  
Warner, Jack  
Watkins, Keo  
Watts, Irvine  
Wesson, Howard  
White, Irval  
White, Walter  
Wiert Sara Fay  
Wickle, Evelyn  
Williams, Dorothy  
Williams, Fay  
Williams, Glen  
Williams, Hanen  
Williams, Hazel  
Williams, Kathalene  
Williams, Marguriette  
Williams, Reba  
Williams, Rhea  
Williams, Robert  
Williams, Sidney  
Windes, Gertrude  
Windes, Nora  
Wood, Mary  
Wood, Nolen  
Woolf, Harold  
Woolf, Dorothy  
Woolf, Ruth  
Workman, Marjorie  
Yates, Lawrence  
Yeseas, Sangra  
Zellner, Cieta  
Zimmerman, Wesley









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